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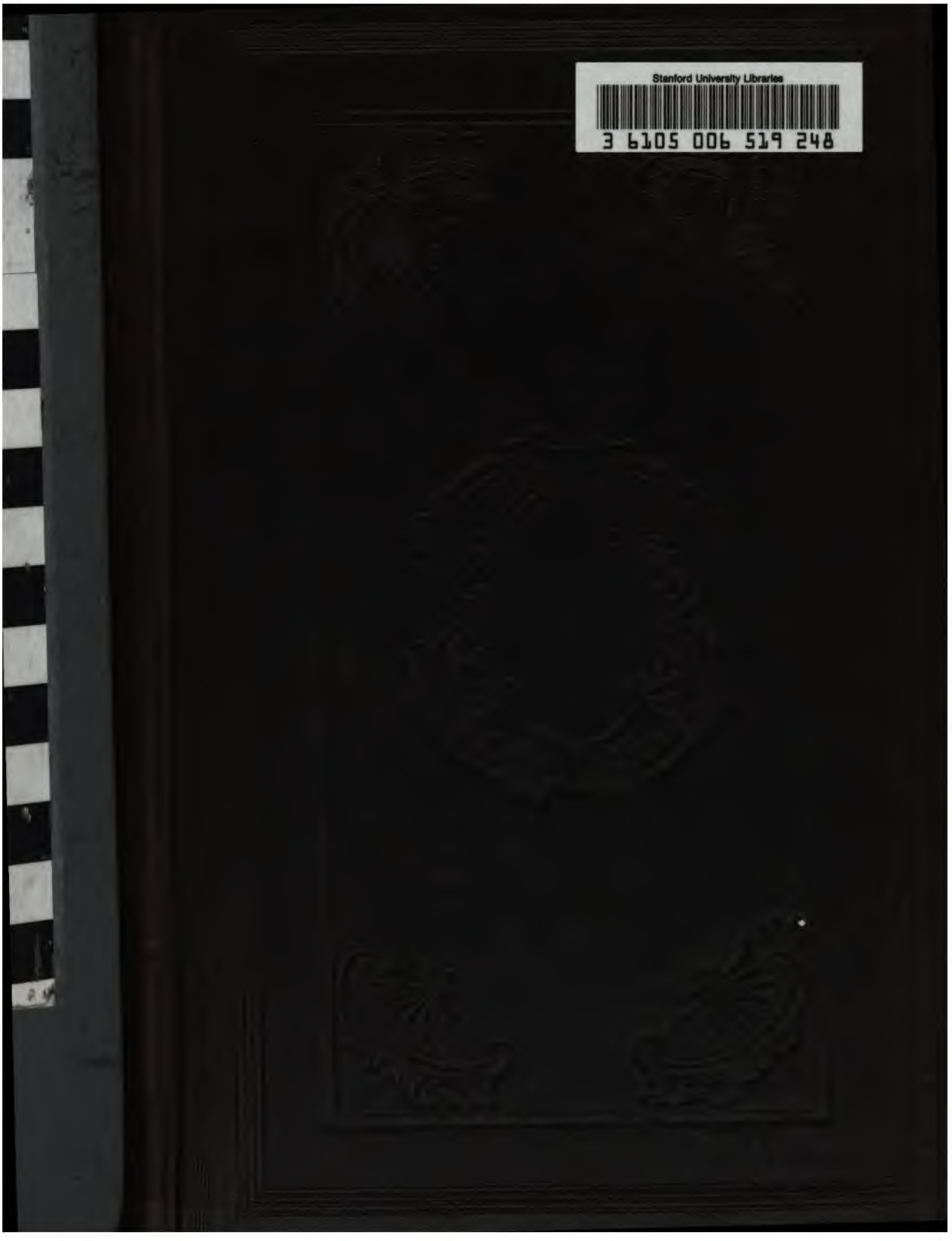
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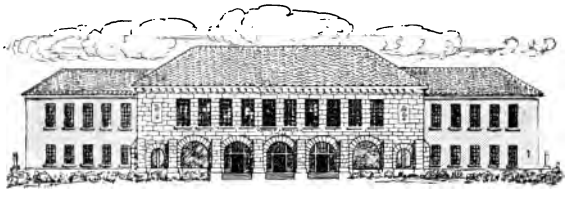

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THE

MASSACHUSETTS TEACHER.

EDITED BY A COMMITTEE OF

The Massachusetts Teachers' Association.

VOL. VII.

BOSTON:
PUBLISHED BY SAMUEL COOLIDGE,
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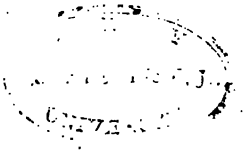

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 1.] CHARLES J. CAPEN, Editor of this Number. [January, 1854.

THE EVILS AND REMEDIES OF WHISPERING, OR COMMUNICATING IN SCHOOL.

[A PRIZE ESSAY, BY MR. DANIEL MANSFIELD, OF CAMBRIDGE.]

The evils of communication are many and apparent. Whispering, under which term we would include communication of all kinds, is the source of nearly all the disorder that arises in school. Indeed, it is impossible to have any tolerable degree of quiet, where it is permitted or practised to any extent without permission. In some select, private schools, and in some small public schools of the higher grade, this privilege may, perhaps, be allowed without much inconvenience. But in such as we generally understand by the term public or common schools, whispering is a great evil in all its tendencies and results. In a school where it is permitted, six times in a half day, — or twice an hour, — for each scholar, would by no means be considered an unreasonable allowance. And yet with sixty pupils, (a fair average number, perhaps,) there would be 360 whispers in one session, or two a minute. Now what can be done in a school where there is an average of two whispers every minute? Even if they were all confined to subjects appropriate to the school-room, to inquiries concerning lessons, &c., the very act of communication must produce a vast amount of noise and confusion. But no one, at all acquainted with human nature, or who has had any experience in teaching, will suppose for a moment that any bounds can be set to the indulgence of this propensity. The last party, and the next sleigh-ride, the new bonnet of one, and the shabby dress of another, the name or the looks of the stranger who occupies the platform; these, and all other subjects, that ever entered the

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imaginative brains of a child, are discussed with perfect freedom and the greatest animation.

When one scholar whispers, another must hear and perhaps may reply; the attention of two, therefore, is necessarily taken by every communication that happens in school, and most likely all the pupils in the immediate neighborhood are more or less disturbed. Sometimes a witty remark passes from one to another, till the attention of the whole school is diverted. What, for example, is the occasion of this sudden smiling and tittering all over the room? What has happened now to excite the attention and cast a broad grin over the countenance of all? That young lad whom you see in the corner, with eyes intently fixed upon his book, diligently engaged in study, with a countenance so demure, that it would seem no smile could ever find lodgment there, and whose whole appearance indicates the loss of all earthly friends, — that young lad, who never did anything wrong, and who always meets the unjust suspicion of his teacher, with the frank "*Me, Sir!* what have I done?" — that young lad has just started a joke, which, passing rapidly from mouth to mouth, has electrified the whole school. It is apparent, therefore, that whispering causes a great waste of time, in addition to the noise and general disorder, which it inevitably creates.

But it is unnecessary to pursue this part of the subject farther. The evils of communication are obvious, and will readily suggest themselves to one at all acquainted with the theory or practice of teaching.

The question of the greatest importance, which we will now proceed to consider, is, How may these evils be most easily and effectually remedied?

In the first place, let the teacher give his pupils a correct idea of the nature of the offence. Whispering is not morally wrong, and the teacher who so regards it, will fail of his object. Children cannot be made to believe, and they ought not if they could, that the simple act of communication, in any manner, or under any circumstances, is an offence to be compared with profanity, lying, &c. As has been already stated, a school may be so small and select, that whispering may be allowed without any serious injury. But this is not the case with schools generally, and it is for the teacher to explain to his pupils, why it is right in one case, and wrong in another. This may be readily done. It will be easy for all scholars to see, that, in our common public schools, a general license to pupils to communicate together, would be destructive of all order, and would defeat the very end for which schools are established. Each teacher will have his own method of impressing this fact upon his pupils; one will do it with much greater facility than

another, but no one of common ingenuity will find any difficulty in obtaining their intellectual assent to the necessity of an entire prohibition of communication in school. This point being gained, the next step is to obtain their cordial coöperation in carrying out the prohibition. And here there is nothing peculiar; the same course may be pursued, the same steps taken, the same motives urged, as would be done in reference to any other rule of school. The various considerations that might be offered, it would be out of place here to consider, as it would be, in effect, taking up the whole subject of the management of a school; and our object now is, to dwell on those particulars only, which have special reference to the subject of this essay.

One point, however, is of sufficient consequence to demand a moment's attention. The duty and the importance of self control should be brought home to the mind and conscience of every child. No favorable opportunity for its exercise should be neglected, and no rule of school will be more favorable than the one we are now considering. Indeed, children are so constantly exposed to temptation, and the ease with which they may escape detection under ordinary circumstances is so great, that the child who will abstain from all communication, has acquired a command of himself, which he will find of great advantage in any and every situation in life.

And now, having explained the nature and the effect of communication, the reasonableness of its prohibition, and having secured the coöperation of his pupils, as far as he may be able, the teacher is prepared to proclaim its entire banishment from school. And here no half-way temporizing policy will answer; total abstinence is the only remedy, and total abstinence must be firmly but wisely insisted on. Whispering has become an offence against the good order of the school; and if persisted in, it must be punished as other offences are, according to the judgment of the teacher.

In the next place, the teacher should make such a disposition of his scholars as will place the fewest temptations in their way. For this purpose, those most likely to violate the rule, should be seated apart, and in such a position that the teacher may have a constant and easy supervision over them. Neither should scholars who have a strong friendship for each other be seated together, their earnest entreaties to the contrary notwithstanding; for the temptation to evil is so great, that few children will be able to resist it. But a very important principle in seating scholars, is, that no two of the same class shall come in contact. For scholars, sitting side by side, pursuing the same branches, and preparing the same lessons, the desire to communicate together is so great, and the opportunity to do it is so

frequent and so easy, that they are almost irresistible. Suppose the lesson be one in arithmetic; the erasure of a single figure may point out a mistake, or the making of one may reveal the whole secret of the solution of a difficult problem. If it be in defining, how easy for one scholar to point out to another the particular signification of the word under consideration. Or suppose it be a lesson in geography. The pupil, with one finger pointing to a word in his text-book, is with another crossing seas and rivers, traversing deserts and clambering over mountains, till the eye is weary with the fruitless search for some little lake, or village, or river; how easy, then, for the point of a neighbor's pencil to remove the whole difficulty in a moment.

Again, scholars should have enough to do, and be required to do it. It is unreasonable to expect a child, who has no occupation, to sit for any length of time without being engaged in play, or in the violation of some rule. But if he has a task which must be performed, of sufficient length to occupy his attention, not only will most of the temptations to evil be removed, but he will have no time to yield to those which may remain.

We have now supposed that a school has a correct idea of the nature of whispering and the necessity of its prohibition; that the better portion of it are willing to yield to the wishes of the teacher, and practise self-denial. We have supposed the pupils to be arranged in a manner the most favorable for its prevention, and to have sufficient employment to occupy their time. And yet, in spite of the closest watchfulness on the part of the teacher, in spite of severity of punishment in cases of detection, it will undoubtedly be found, that there still exists a vast amount of whispering in school. What farther steps can be taken to remedy the evil?

We answer: In all schools above the grade of Primary, let the pupils be held to a strict accountability, and be called upon to report once or twice each half day, whether they have had communication, and if so, the number of times. This, for a time, should be entirely voluntary, and not the slightest punishment should follow even the highest number of offences. At first, especially where communication has been practised to any extent, not more than two or three will be found to have abstained entirely. Some will have whispered once, others twice, and so on, perhaps up to ten or twelve violations of the rule. Without a word of reproof for the worst cases, let those who have done well be commended, and all encouraged to try again. A perceptible improvement will be manifest each time the account is taken, and in a few days or a week, a large majority will be able to render a perfect, and with little temptation to wrong,

we may suppose an honest report. Let this course be pursued till the pupils shall have unconsciously demonstrated to each other and themselves, their abilty to abstain from all communication, and till they shall have formed the habit of closely watching their conduct, and noting the number of delinquencies. It now only remains for the teacher to call for the report at stated times, and to affix a penalty to each transgression. The punishment may be a mark of discredit, or some trifling inconvenience, but in most cases it should be slight, though with the understanding that the practice must be entirely abandoned. In this manner, it is believed, that communication, if not wholly, may be so nearly banished from school, that the little which remains shall cease to be of any serious injury.

But to this method, there are some serious objections of a moral nature, which demand careful consideration. In the Ninth Annual Report of the first Secretary of the Board of Education, this subject is very fully discussed, and the objections to the method here proposed, are very ably and forcibly presented. Taking those objections to be the strongest that can be offered, we may consider our own case made out, if we are able satisfactorily to answer them.

The great objection, and indeed the only one, as it includes all the rest, is this: "To prevent whispering, it tempts to falsehood." But the prohibition itself, it will be conceded by all, leads to a vast amount of practical falsehood. Yet the majority, and probably a large majority of teachers think it necessary that the prohibition should be made. It is impossible to promulgate a single rule, the observance of which would be beneficial to society, that some one would not be tempted to break. But shall all rules and laws be annulled, that we may have no temptation to sin? All the regulations of a school, all the laws in fact of a civil community, must contravene the wishes or the interests of some, else there would be no necessity for making them. We are all surrounded by temptation, and as children like others must constantly meet with it, they should be early taught how to meet and to overcome.

But the child, by being called upon to report an offence, is liable to commit the much more heinous one of falsehood. But what is it to report, except to answer the question, "Are you guilty or not guilty?" How different from any interrogatory, except for convenience it is put to and answered by the whole school at once? Has not every teacher the right, the moral right, we mean, to call up a pupil and question him with regard to the violation of any rule? Shall the parent, on returning to his home, hesitate to inquire of his child respecting some mischief done, lest *he* may be the wrong-doer and be tempted to tell a falsehood? What is the integrity of that child, or of

any child, worth, whom the teacher or parent may fear to interrogate? And how many offences must be committed, and how much moral instruction given, and how long before he may venture to put the question plainly, "Did you or did you not do this?" The principle is the same in both cases; if the temptation is stronger in the one than the other, it is made so by the attendant circumstances.

But the greatest caution should be exercised in calling for the report. There should be no loophole of retreat, no opportunity for evasion. The question should be put in such a form and manner, that a direct answer must be given; and the scholar made to see that there is no half way, that he must either tell the truth or a falsehood. Suppose, for instance, that scholars who have had communication, are required to come forward, or to stand in their seats; or suppose that all the names are called, and each one is expected to report the number of offences; in such cases the scholar may argue to himself, and perhaps satisfy his own conscience, that by simply neglecting to report, he escapes detection, and is not, at the same time, guilty of telling a falsehood. But let those pupils who have had no communication be called upon to stand, and the guilty ones will of course be left in their seats; or let the whole school be made to rise, and permission given to those who have had no communication to be seated, and the guilty ones will be left standing. Now it would be easy to make all scholars see and feel, that if guilty, by standing in the one case, or being seated in the other, they tell a *lie* as plainly as they could do it in words.

Frequent opportunities should also be taken to impress upon their minds the great importance of always telling the truth, and of showing them that no comparison can be instituted between the offences of whispering and telling a falsehood. No severity of discipline either should follow this voluntary report; as the temptation (for temptation it certainly is,) should be made no greater than the child ought to be able to resist. And indeed, no severity of discipline will often be needed; for the child who can be induced to give in a true report, will generally refrain from whispering that he may not be obliged to report it, without regard to the consequences following it.

But the objector in closing, asks with an air of triumph the following important question: "If it be practicable to train a school to such a high point of principle and honorable feeling, that its members will promptly acknowledge the transgression of a rule, may not the same members be so trained as not to be guilty of the transgression itself?" To this question we unhesitatingly reply in the negative. And the reasons for this answer are obvious. For, in the first place, apart from the

guilt of lying, considered in a moral point of view, there is a different feeling in the community with regard to it, from that which exists in reference to many other offences. All men have a natural respect for the truth; and many individuals who would be guilty of some slight delinquencies, or even of offences of a moral nature, would yet scorn to tell a lie. And there is, perhaps, no surer way of injuring the feelings of an honorable man, or, indeed, of directly insulting any man, than by charging him with an attempt to deceive. So a scholar of a playful disposition might violate many of the rules of school, who would suffer the severest punishment sooner than tell a falsehood.

And in the second place, it is admitted that the telling of a lie is an offence a thousand times more heinous than whispering. Now because a child or an individual can be prevented from committing one offence, does it necessarily follow that he can be kept from the commission of another not a thousandth part as great? Because you can prevent a child from robbing a money box or picking his neighbor's pocket, can you as easily hinder him from taking an apple from his neighbor's orchard? If a child whispers, he commits an offence against his teacher; if he tells a lie, he sins against God; and because he can be restrained from committing the greater offence, it does not follow that he can also be restrained from committing one infinitely less. And we believe, that by proper watchfulness and care on the part of the teacher, scholars may generally be so trained as to tell the truth.

But in nearly all schools, and under the most favorable circumstances, there will undoubtedly be some cases of falsehood. To this objection there are two satisfactory replies. In the first place, for the incorrect report which may be made, the teacher cannot be held responsible. He cannot investigate a single case of difficulty that may arise in school, without exposing his witnesses to temptation. He cannot put the question to the members of a class in arithmetic, either individually or collectively, whether they have been assisted in the preparation of their lesson, without tempting them to sin, and perhaps without receiving some false answers in reply. Yet in both cases, he is doing not only what is right and proper, but what may in some circumstances be an imperative duty. It is his province, by the inculcation of moral principle to prepare the child as far as possible to resist temptation, and then the responsibility cannot rest with him.

In the second place, although in the method proposed, there may be some falsehoods told, yet on the whole, we believe there will be a less amount of moral evil in school. Whispering, as has already been stated, is not of itself morally wrong; but

there is probably no offence against the good order of a school which is attended with so much secret evasion, so many base artifices, so much trickery and deception, as whispering. With every whisper, then, which is prevented, there are also prevented just so many of the attending circumstances. If, therefore, the view here taken be correct, that this plan is the most efficacious, it will necessarily prevent a great amount of moral evil. And if at the close of school, *one-tenth* of the pupils should give in a false report, we believe that even *then*, for every lie that is told, there will have been *less lies acted by ten.*

The writer of this essay does not flatter himself, that either the beauty of his style, or the originality of his thoughts, will secure for him the favorable consideration of the Committee. The only merit which he claims for himself, is a sincere belief in the correctness of the views presented. If, however, a better remedy than the one here presented can be offered, no one will be more thankful than he, or more ready to receive and adopt it.

CO-OPERATION OF PARENTS AND TEACHERS.

We would solicit the attention of our fellow-teachers, to the views of Mr. Burton, in the following letter; not that we would have it inferred that there is any subscriber of the "Teacher" who does not peruse every article of a work devoted to his particular calling; but under the fear that there may be those who will not feel it their duty to coöperate with the writer of the letter in his great undertaking. Mr. Burton is generally and familiarly known as the author of "The District School as it was," — a book as extensively read as any of its time, affording a large fund of amusement and gratification to its readers, and which will not soon be forgotten. Let every teacher read this letter out of regard to his best interests. Could its suggestions be carried out, — and who doubts their practicability if set in action in the right way, and by the right sort of men? — how much would the work of the teacher be facilitated! It is the want of coöperation between parents and teachers which is our greatest obstacle to success; what teacher has not suffered from it? and how many, with prospects blighted, have to regard it as the cause of their failure. It is also disastrous to the pupil. Examine the questions which Mr. Burton proposes; they will be found rigidly searching in their character, and will commend themselves as penned by no visionary enthusiast, but

by one who understands the difficulties which the teacher labors under, and who treats his subject in a plain, practical manner. Furthermore, let it be known, that in a truly self-sacrificing spirit, Mr. B. is devoting his energies to a cause worthy the highest efforts of man. He is deserving the thanks of all, and the coöperation especially of teachers.—*Editor.*

A LETTER TO THE SCHOOL TEACHER.

Respected Fellow Laborer:

Earnest and faithful in your vocation, you cannot but sympathize with me in what is really your own cause, as well as mine. If any body sees and *feels* the need of family reform, the teacher does. Get the homes right, and how easy it will be to keep the schools right. Therefore with confidence and hope I seek your coöperation. A "Proposition to Parents" has lately been presented by myself through the public prints. As possibly it may not have come under your notice, it may be well to say, that it is endorsed by the names of Ex-Governors Briggs and Boutwell, of Hon. H. W. Cushman, Hon. N. P. Banks, Jr., and Hon. Amasa Walker, and of Rev. Drs. Blagden and Braman. A brief extract will give the gist of the matter. In respect to the exceeding and general ignorance and neglect of a judicious home education, it is remarked: "Surely there is not so wide, and deep, and dark an abyss of deficiency in any one great human interest as in this! Who will not say that there should be an awakening to the subject? What thoughtful parent will not be ready for at least an endeavor at reform? And, now, to this end, why shall not a few easy steps be taken at once? The long winter, with its leisure evenings, is at hand. They cannot possibly be occupied with any one subject of more vital importance than this. It is proposed, therefore, that there be meetings of parents in schoolhouses, halls and vestries once a week or fortnight, according to convenience. Here let the subject of domestic education, in all its various aspects, be discussed. Let facts be presented, methods proposed, objections made, questions asked, and answers given. Let these matters be put into definite propositions one after another, let them be considered in distinct and regular detail, and there will be a clearness of idea, and an abundance of practical suggestions, and a deep and growing interest unimagined before. If school teachers in their associations and institutes, enlighten and stimulate each other by mutual interest and discussion, why should not the more convenient and unexpensive institute of family teachers be also held and

do a similar good? The proposition is now addressed to parents generally; but school committees, teachers, and leading individuals are earnestly requested to take at once an active part towards carrying it into effect."

Now the hope is, that in the school districts where this proposition is read, there are those ready at once to move in the matter and take a lead. It is, however, apprehended that the commencement at least, and indeed the final success, will depend in many cases on the activity of the teacher. No unpleasing obtrusion of himself on others is here counselled; still, if nobody else stirs, it is altogether proper for him to put things in motion. With energy, perseverance, and modesty withal, he *can* make a promising beginning.

Many might be able to operate judiciously and successfully without any advice; but as some are comparatively young and inexperienced, I may be indulged in offering a few practical hints. The lack of space here, will, I trust, excuse any ungracious abruptness of style.

Well, you wish to procure a meeting of parents, and start the enterprise. Judgment should be used in the incipient steps. First confer with that one particular individual of true respectability who is most likely to sympathize in the undertaking and engage in it. Next, seek another as nearly of the same character as may be, and so on. Secure the most influential, as well as the readiest, and it will aid you much to be able to say that such and such ones think well of the plan, and are going to attend the meeting. However, be not discouraged if those considered the most intelligent and respectable do not at once concur. Such men are sometimes much engaged in business, and have not time to consider, or are constitutionally opposed to the new and untried, though it may seem plausible. Take the best, then, you can get; the more weighty and slow will at length come along. Have your place and time of meeting appointed. If you cannot get more than two to say they will attend, nevertheless appoint. Then mention the matter to your scholars, and in such a way as to excite some curiosity. Through them send earnest invitations to their parents, as you may not have been able personally to invite all. At this first meeting you will of course make some general arrangements and get under way. Now for the future. How shall an interest be excited and kept up? In the first place the secretary should be the most competent person available, as alertness and faithfulness on his part will contribute much to success. Something will depend on the character of the questions to be discussed. Let the first be such as bear on the relation of home and the discipline there, to the school and its discipline. These will be of immediate and practical application. Afterward

there may be those appertaining primarily and mostly to parents and children at home; these, however, will have an indirect and important bearing on the school.

At each meeting let the question for the next be given out. Have the older pupils write what they think about it; give their experience, or make some query on the point. There will be brought out from some of these young minds truly judicious remarks, and withal, now and then singular and instructive experiences. The communication need not be long or labored; but as easy a matter at first as possible. Let it be anonymous, that there be no shrinking on account of exposure, and that there be greater freedom of expression. Perhaps the little ones, not yet able to write, might say something worth your penning down. A trivial circumstance related by a child might convey much instruction, and would interest and sometimes most pathetically touch a whole audience. As to this writing, I have in my own memory a most pertinent illustration. Some twenty years ago I passed a part of a forenoon in the young ladies' school of Jacob Abbott, of Rollo and Franconia book fame. A certain weekly exercise happened at the time. A question was given, new and unanticipated, to be written on at once. But a very few minutes were allowed for the purpose. Minds and fingers had to move fast. At the end of the time the papers were gathered in and immediately read before the whole school. The question was something like this. What methods should an older sister adopt with a child left in her charge, in the absence of the parent? It was marvellous how much that was really original, entertaining and instructive, those thirty or forty young heads could produce, when thus put to the pen. The reading out made a smiling, laughing pastime.

But to our own plan. The time allotted for the questions might be protracted according to circumstances. The answers should be returned in sufficient season to be carefully looked over that nothing *offensive* be offered to the public ear. Let the best of these be read at the meeting. The scholars would of course be invited to attend; and from various motives almost the whole school will wish to come. This interest of the children will tend to excite the parents and make them more sure to come out. Besides, why should not they understand how to educate? having such frequent care of, and great influence over, younger brothers and sisters.

Parents, and others at home, too diffident for speech aloud, could also send in contributions. From some retired female school teacher, or well educated matron, there would no doubt be most excellent communications. The interest would be enhanced by the anonymous method, occasioning the wonder

whether this person did not write a certain piece; guesses that that did, or absolute knowings that it came from another. It will be well to intermingle extemporaneous suggestions, as valuable thoughts might be excited by the reading, which if not uttered in that connection, would not be uttered at all. Indeed, the reading of the papers will be the most easy way of opening the occasion. The diffidence and backwardness of getting under way so frequently experienced, would be avoided; as the writings would occupy attention, with brief remarks, perhaps between, till there should start up earnest and more lengthened speech. The discussion had better come as near to the form of conversation as possible. If the speaker must rise from his seat and ceremoniously address the chairman, he might shrink from the formality and think that he "cannot get up and make a speech." If the sitting posture should be kept, some of the ladies might be emboldened to dispense their modest oral gifts. If the meeting is large, however, and in a hall or vestry, the circumstances of the occasion and the usages of the place might make a difference.

Withal, in a long evening a recess of fifteen or twenty minutes would not be time lost. A change of posture will be agreeable. There will be a word with this, and a nod to that quaintance; a crossing from side to side, a shaking of hand and a more promiscuous interchange of sentiments on the topic and the exercises of the evening. Thus, indeed, there will be a pretty little fragment of a soiree, all of a buzz, helping on, nevertheless, this one central cause. Still further, let singing be intermingled, especially in any occasional lapse to dulness. Let there be at least a parting song. Now as to the advantages, a word more may be said as an encouragement to the work. The effect on parents cannot but be most salutary. Very many have scarcely thought of the moral connection between themselves and their children, and especially between the home and the school. By the questions discussed, this connection would be perceived; the evils which now hinder the progress of the school would be clearly traced home; and the perverseness which there so annoys parents would be found most often to originate with themselves. Let an interest be only excited, and the discipline of the family and the school would become the frequent topic of profitable conversation at home. Children, with the rest, would give their views, and this with abundant narrations of incident, for childhood is narrative as well as old age. Circumstances which had seemed without significancy, will be brought up and assume consequence; their moral bearing will be discerned, felt, and acted on, as never before. Thus, home will become an active and profitable sub-institute of education. Indeed, quite a small child might have something to

say, and the father come charged with his infantile wisdom. Many a husband, moreover, might be prepared with a speech, the elements of which were gathered from the wise conversation of his modest partner.

Now, as to the school; the feelings and habits there, will be essentially affected. A great deal of trouble arises from mutual misconceptions, and these remaining unexplained and unreconciled. The master is inexperienced, it may be; he does not understand boy nature, and cannot adapt himself to it; at least the boy character in that place. This writing on a specific question, will afford an opportunity for some crotchety boy to tell what *he* thinks about it; or for some really sensible little fellow to give his grave opinion. The exact knowledge how certain methods of action or of utterance strike the scholars, will be of exceeding use. Excellent, obedient youth often make remarks to others which, could they have been heard by the teacher, would have occasioned a most favorable change in the method of procedure. One great difficulty with youth and their instructors is the ungenial distance which too often exists between them. There is sometimes a deep and settled antagonism. The strife is perpetually which party shall get the better of the other. Now, by these agreeable gatherings there will incidentally come out mutual explanations, and consequently a breaking up of antagonisms. In the prevalent good humor of the occasion, there could hardly but be a softening of asperities, generally. The teacher will have opportunity to show a side of his character which he could not, or imagined he could not exhibit at school; so that the pupil may go from the meeting, saying "I didn't know he was that sort of man, I should have thought better of him if I had." Again, there is sometimes a sort of antagonism between parents and children; at least, a separation of interest, which ought not to be. No wonder that the boys should steal away by themselves and have their rough and rowdy thrusts and tumbles, and their funny but debasing vulgarities, when there is a conflict, evening after evening, as to where the children shall go, or what they shall do; and the latter finally go and do as they please; or when the two parties betake themselves in entirely different directions, and have no interest in each other at all. These home habits, of course, must seriously affect the school. These meetings will bring parents and children together, for one evening in the week at least, and then and there will be influences tending to keep them together as never before. Other advantages might be mentioned, but thus much will suffice.

Finally; is there any doubt that such a gathering, rightly managed, would be looked forward to with pleasant anticipations? Would not the evening be a sort of weekly treat,

welcome both to old and young? Try the experiment, my friend, for one winter at least, I beseech you, and see what it shall amount to. If your school is half through, no matter; if you have but a month to stay, or even a fortnight, get the enterprise under way; do what you can. Some choice spirits will, it is hoped, carry on the work after your departure. Perhaps some teacher, a native of the neighborhood, having closed his winter school, and come home, may take hold in your place; and you, returning to your more permanent abode, may take up the work there, which another has left, or you may commence anew. If you are not inclined precisely to the course here suggested, take any other which commends itself to your mind. Do not be prevented or in the least discouraged by any fewness of numbers. If not more than half a dozen families shall statedly meet, good will be done. The interest kindled in them, may perhaps burst through the whole district in the course of another winter; and if you shall not be there to see the result, others will be, and to remember you with hearty thanks, as will also,

Yours, with truest respect,

WARREN BURTON.

Boston, Dec. 15th, 1853.

To aid in the outset, the following questions are respectfully submitted for discussion at the meetings proposed in the letter to the Teacher. W. B.

1. What is the best way to bring about mutual understanding and coöperation between teachers and parents, having due regard to the convenience of time and place?
2. To what extent are the morals of the school formed at home?
3. How much should parents depend on school teachers to correct the bad dispositions and habits of their children?
4. If a child is punished at school, and complains of bad treatment or injustice, what should the parent do?
5. What effect has the conversation at home, as to the influence of the teacher, and the welfare of the school?
6. Should corporal punishment ever be used either at home or at school? If so, on what occasions?
7. What should be the frame of mind as manifested by gesture, countenance, voice and tone, in punishing a child at home, or a scholar at school?
8. Where, and how, should children, the older as well as the younger, spend their evenings?
9. Are children entirely safe, as long as they associate with any vicious companions?

10. What should be done by parents in relation to the vicious children of their neighbors?

11. What combined and social movement could be entered on to effect juvenile reform?

12. What should be done with an exceedingly perverse and apparently irreclaimable child at home?

13. What should be done with an apparently irreclaimable scholar at school?

14. What is the duty of School Committees in respect to scholars excessively bad and unmanageable?

15. How shall delicacy of feeling be cultivated and propriety of conduct be maintained between the sexes at school?

16. At what age should a child be first sent to a Public School?

17. What is the best way of treating a passionate child?

18. What the best way of dealing with an untruthful child?

19. Is sufficient attention paid to the *manners*, either at home or at school?

20. What effect has the early culture of Christian benevolence toward producing habitual politeness and true refinement of manners?

OPENING ADDRESS OF MR. WELLS,

BEFORE THE MASSACHUSETTS TEACHERS' ASSOCIATION, AT THEIR LATE MEETING IN FANEUIL HALL.

Fellow Teachers:—The annual meeting of this Association affords a fit occasion for taking a general survey of our position and prospects; and I trust the exercises in which we are here to engage, will furnish us with renewed strength, and courage, and zeal, for the duties that are still before us.

If there is a portion of the world in which the blessings of free and universal education are more fully enjoyed than in any other, I trust we may say, without boasting, that place is Massachusetts.

If the history of the world furnishes a period in which teachers have held the position and exerted the influence to which their intrinsic merits entitle them, that day is our day. Perhaps our greatest danger results from our elevation and the confidence that is reposed in us.

We ask our Legislature for three hundred dollars a year, to aid in extending the usefulness of our Association, and it is promptly granted, for a period extending five years into the future. Our brethren of every other State in the Union,

would make the same request in vain. And yet there is at least one other State, in which the teachers themselves contribute and expend more money in advancing the cause of popular instruction, than the teachers of Massachusetts.

I say not this to cast reflections upon the teachers of our own State. Pecuniary sacrifices do not always indicate the amount of a teacher's usefulness.

Nor will I stop to inquire whether our Association would have met the expense of sending an agent through the State, if the circumstances had required it, as the Association in Ohio has done. It is enough for us, that the Board of Education has relieved us of this responsibility.. But I must be permitted to say that the zeal of Ohio teachers in attending the meetings of their Association from distant portions of the State, and the interest that is so extensively manifested by them in the success of their Teachers' Paper, are worthy of the imitation of teachers in Massachusetts.

Fellow Teachers, this is a time for self-examination. Are we truly worthy of the confidence we have secured? Do we make the most of the faculties with which we are endowed, and the opportunities which we enjoy?

Laborious as the teacher's life usually is, it must be confessed, that the circumstances in which many teachers are placed, have a strong and natural tendency to induce in them habits of indolence.

After a teacher has once gone thoroughly through the principles of a science, he is in danger of feeling that in conducting successive classes over the same ground, no new preparation is required, and no new effort is to be put forth.

Thus teaching often becomes a mere mechanical repetition of what has been done many times before—a practice as ruinous to the mental habits of the teacher, as it is to the interests of the pupil. Here we find an explanation of the gradual deterioration of so many teachers, who fail to meet the expectations that are raised by their earlier and more brilliant efforts.

It would be interesting to know how many of the teachers of Massachusetts are fairly embraced in the class of those whose highest efforts amount to little more than a repetition of themselves. And it would, perhaps, be still more interesting to know how many of this class belong also to the class of those who are accustomed to complain of the laborious life of the teacher.

Another evil, of kindred nature, connected with our present system, is one for which teachers are themselves less responsible. The labors of many teachers, if faithful in the discharge of their duties, are so constant and arduous during the day, that they have no strength left, at the close of school hours,

either for personal improvement, or for a review of lessons to be heard on the following day. This is an evil which calls loudly upon the friends of education for correction; and the highest function of the teacher can never be fully developed, till the object is accomplished.

One of the principal sources of this evil, is to be found in the large number of pupils in our schools, in proportion to the number of teachers. There are many respectable schools in Massachusetts, in which the number of pupils is as great as 60 or 70, and even 80 or 90, for each teacher.

The injurious influence of this system upon the pupils of a school, is quite as serious as that which affects the teacher. One teacher may *lecture* to a school of 90 or of 500 pupils; but in most branches, this is a poor kind of instruction. The pupil's mind must be *active* during recitation hours, not passive. He must recite his lessons *personally*, and not by *proxy*. For a single teacher to attempt any thing like *thoroughness*, in the instruction of a school of sixty or seventy pupils, is preposterous in the extreme.

But this is not a time to enter upon a discussion of these questions, and I therefore close by congratulating the Association upon the favorable auspices under which we are assembled.

The future was never more full of bright promise to us than now; and I trust that after a little gentle rocking in the "Old Cradle of Liberty," our Association will go forth with renewed strength and vigor, and do better service than ever before in the great cause to which our lives are devoted.

SPEECH OF MR. PHILBRICK

BEFORE THE MASSACHUSETTS TEACHERS' ASSOCIATION AT THEIR LATE MEETING.

I AM happy to meet the teachers of Massachusetts on this occasion. Though no longer a citizen of this Commonwealth, or a member of this Association, yet I cannot but feel that, on the ground of professional sympathies, of common pursuits, of intimate acquaintance, and of similarity of hopes and aspirations, I may be permitted still to "claim kindred" here and have my "claim allowed." You will still, I trust, permit me to address you as brethren, for although our fields of labor are no longer in the same State, our personal relations remain unchanged, and we still belong to the same professional fraternity.

During the past year, Mr. President, I have had an opportunity to view the educational aspects of your State, from the position of the "outsiders;" and allow me here to assure you that she stands on a noble eminence. It is a fact that she enjoys the enviable distinction of making more liberal provision for the free education of all her children than any other State in the Union. Her annual expenditure of a *million of dollars*, raised by voluntary taxation, for the support of *free schools*, challenges the admiration of the whole civilized world. Her stubborn soil has, indeed, become the very garden of free schools. Your legislative enactments on the subject of popular education are quoted as the highest authority in every legislative hall in the land.

What I have said of the State at large, is still more emphatically true of the city of Boston. The action of her School Board in yonder City Hall, is felt more or less in all the cities and larger towns from this Atlantic shore to the valley of the Mississippi. Educators make pilgrimages from afar to learn of her on this subject, as people came of old from the uttermost parts of the earth to hear the wisdom of Solomon. She is the teacher's Mecca, and she has a just right to be proud of this preëminence. This she has grown to by a "progressive increase of improvement" brought in by a succession of wise and far-seeing friends of popular education in a series of two hundred years. Her policy from the beginning has been, a *judicious liberality of expenditure.* In this lies the grand secret of her success, and not in any peculiarity of system. The recent vote to increase the salaries of the teachers of the city proves that this policy is still maintained. It is only by imitating this line of policy that any city or State can build up a system of equal excellence. There was a time when the common schools of Connecticut equalled, and perhaps surpassed those of Massachusetts in excellence and fame. Their systems were in the main the same, though her ample school fund gave to Connecticut the advantage, and for a time after its establishment, gave to her schools an efficiency elsewhere unknown. Such was her proud position when, a little more than thirty years ago, in an unlucky hour, some legislative "architect of ruin," procured the passage of an act making taxation for the support of schools no longer obligatory when the annual revenue from the fund should amount to the sum of $62,000.

From that disastrous blow the schools of Connecticut have not yet recovered. Immediately they began to languish for want of adequate support. Then followed the withdrawal from the common school of those children whose parents possessed the means of educating them in private schools. Thus the decline continued from one stage of descent to another, till the

year 1838, when the Board of Education was created and Hon. Henry Barnard appointed Secretary; since that time there has been a gradual improvement, and I am happy to say that there is now good reason to believe that Connecticut is in a fair way to recover her former high position in respect to popular education.

She certainly possesses very favorable conditions for an efficient system of public instruction. Her population is homogeneous, of Puritan descent, and it is much concentrated in villages making it practicable to introduce extensively the graded system. She has a large school fund, yielding an annual revenue of $140,000, besides town deposits and local funds yielding $40,000 more. She is the wealthiest State in the Union, in proportion to her population, so that a tax of one mill on a dollar would yield a revenue of $300,000. This, added to the income of her funds, would give to each child in the State, of school age, more than $4 a year. The remarkable business enterprise of her population is an element not to be overlooked. Connecticut men make thorough work of whatever they undertake in earnest. Wherever they have entered into this school reform, they have carried their business spirit. They do not stop at half-way measures. Already in several of her cities and larger towns, the work of improvement has made a good degree of progress. Schools of which any State might well be proud, are now in operation in New London, Waterbury, Norwalk, Stamford, Rockville, New Britain, and especially in the cities of Hartford and New Haven. The city of Hartford can boast of a *free* public High School, supported by tax on property, which, I think, may safely challenge comparison with any similar institution in New England. The same may be said of some of her noble Grammar Schools.

The flourishing and beautiful city of New Haven, though more tardy than her rival sister, in entering upon the reform of her schools, has at length embarked in the praiseworthy enterprise, with a spirit which promises to distance all competitors. She has within the past year organized and put into operation a Grammar School, containing upwards of 500 pupils. This school may justly be regarded as a model school. It reflects honor not only upon the city which it adorns and blesses, but upon the whole State. Its principal room, designed to accommodate 150 pupils, and provided with class rooms attached, surpasses, in taste, elegance, and convenience, all the school-rooms I have ever seen, whether here in Boston or elsewhere. This is her first step. At a recent meeting of her citizens a tax was voted unanimously to erect two more houses of the same class. But the Committee of New Haven were too wise to be deluded with the notion that a good school-house could

keep school. They sought diligently for an accomplished Principal, and when they found one, had the good sense to offer him sufficient salary to secure his services. Probably the time is not distant when New Haven will have a High School of the first class, and a superintendent of her schools.

It affords me pleasure also to assure you, Mr. President, and the members of this association, that the people of Connecticut are not alone stirring in this work. Some of the teachers have given ample evidence that they do not belong to the class of "hibernating animals." At the recent meeting of the State Association at Middletown, there were present, on the first day, nearly sixty teachers, representing every county in the State, as well as every grade and description of educational institutions, including all the colleges in the State; and this too, in the very teeth of such a rain storm as had not occurred within the "memory of the oldest inhabitant."

The teachers of Connecticut have made arrangements to publish hereafter, in a modified form, the Common School Journal which has been so long and so ably conducted by its present distinguished editor, the Superintendent of Schools. The first number under this arrangement will be issued on the first of January, and the sum of $400 has been pledged by individual teachers to supply any deficiency in the means of supporting it the first year. We do not propose, however, by this movement in favor of home products, to dispense with light from abroad. All *live* teachers will want not only the Journal of their own State, but at least one more. We hope to increase the demand for the "Massachusetts Teacher" in the "Land of Steady Habits."

Our Normal School, which was commenced as an experiment, was at the last session of the Legislature placed on a permanent basis by the appropriation of $4000 a year for five years. Already upwards of 600 pupils have enjoyed, for a longer or shorter period, the advantages of the instruction and training which it affords. The excellent and distinguished Governor of the State, Thomas H. Seymour, has, during the past year, given it his cordial support, and has just now made a donation to it, to be expended in prizes for the encouragement of its pupils.

Our State Superintendent of Schools, Hon. Henry Barnard, is laboring in the cause with zeal, energy and efficiency, and he has now to cheer him on in his work the satisfaction of witnessing the fruits of his persevering efforts. These are some of the facts, Mr. President, which encourage us in Connecticut. We believe the "good time is coming." We intend to do what we can to hasten it. Let us all do what we can to elevate and improve the profession of teaching, for that is essential to the progress of education. A stream cannot rise higher than its source. Let us never cease to repeat, *As is the teacher, so is the school.*

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Ninth Annual Session of this Association was held in Boston, Nov. 21st and 22d, 1853.

MONDAY, P. M.

At 3 o'clock the Association assembled in the Hall of the Lowell Institute, and was called to order by the President, Mr. William H. Wells, of Newburyport.

The Records of the last meeting were read by the Secretary. Mr. Stearns of Boston, Treasurer of the Association, presented his annual report of the State of the Finances, and Messrs. Case of Newburyport, King of Lynn, and Thayer of Boston, were appointed a Committee to audit said Report.

The Reports of Committees being in order, Mr. Vaill of Salem, from the Committee appointed to revise the Constitution and to report a set of Special Rules, in the absence of the Chairman, presented the following: —

The Committee, appointed at the Eighth Annual Meeting of the Massachusetts Teachers' Association, to revise the Constitution and propose By-Laws for the same, having attended to the duty assigned them, respectfully ask leave to submit the following

REPORT.

Your Committee would recommend the amendment of two Articles of the Constitution, viz., Articles II and VI.

They would respectfully propose that the words SECTION FIRST be inserted in Article II before the words "Any practical male teacher;" and that the following additional sections be added to said Article, viz.: —

Section 2d. Any person having become a member of this Association, shall retain membership during good behavior, or until such person shall have received an honorable discharge.

Section 3d. All practical female Teachers in this Commonwealth who shall attend the meetings shall be considered honorary members of the Association. Your Committee would also recommend that Article VI be amended by omitting the words "with the President and Secretaries." The Article would then read as follows: Article VI. *The officers of this Association shall be a President, fourteen Vice Presidents, a Treasurer, a Recording and a Corresponding Secretary*, and twelve Counsellors, who shall constitute a Board of Directors. These officers shall be elected by ballot at the annual meeting: which it is believed expresses in fewer words the substance of said Article.

Your Committee would further recommend the adoption of the following By-Laws and Regulations: —

1st. The Meetings of the Association shall be opened with prayer.

2d. Immediately after the opening of the meeting, the Secretary, at the direction of the President, shall read the Constitution and By-Laws — together with the Record of the last Annual Meeting and of any subsequent Meetings.

3d. After the reading of the Record, arrangements shall be made for the choice of Officers — either by appointment of a Committee of Nomination from the Chair, or in such other way as the Meeting may determine; and said choice shall take place on the opening of the second day's session.

4th. The next business shall be to hear and act on Reports from the Treasurer and various Committees; also to appoint the usual Committees for the ensuing year.

5th. As long as the Annual Meeting of the Association is held on Thanksgiving week, the hour for opening the first session shall be 2 1-2 o'clock, P. M., precisely.

6th. The first Lecture shall be delivered 6 1-2 o'clock, P.M.

7th. Not more than two Lectures nor more than two Essays, excepting Essays for Prizes, shall be read at the same meeting, at such hours as the Board of Directors shall name in the Circular, provided it does not conflict with the arrangement established by the By-Laws.

8th. In the discussions, the subjects named in the Circular shall always take precedence of others, unless it be otherwise ordered by a vote of the Meeting.

9th. No person shall speak more than ten minutes at one time, nor more than once on the same subject unless by leave of the Chair for the purpose of explanation, or unless no other person wish to take the floor.

10th. Cases not especially provided for in these Regulations, shall be settled by the Chair, subject to appeal, according to Parliamentary usage.

11th. The Business and Topics for consideration at the Annual meeting, shall be briefly stated in the Circular giving notice of the same.

12th. At any time during the session of the Association, it shall be in order for any member to bring forward any subject for discussion or action, provided it be done without trespassing on the By-Laws, or conflicting with the course of business established thereby.

All which is respectfully submitted.

The Report of the Committee was accepted.

Rev. Mr. Peirce, of Waltham, called up the motion which he made at the last annual meeting, to strike the word *male* from the 2d Article of the Constitution, so that female teach-

ers may become members of the Association. After some discussion, it was voted, 20 to 15, to lay the subject upon the table. Mr. Peirce then renewed his motion, which will be in order for discussion at the next annual meeting.

On motion of Mr. Frost, of Waltham, the By-Laws offered by the Committee were taken up for discussion, and it was voted that they be considered and passed upon separately. The seventh and tenth Articles were rejected, and the rest were adopted. A motion to reconsider the vote in regard to the sixth Article, after some discussion, on motion of Mr. Newcomb, of North Chelsea, was indefinitely postponed.

On motion of Mr. Thayer, it was voted to adopt as a whole, all the By-Laws which had been separately adopted.

A Committee of thirteen, one from each County, was appointed to nominate a list of officers for the ensuing year, as follows: Messrs. Hagar of Norfolk, Stearns of Suffolk, Walton of Essex, Mansfield of Middlesex, Pitkin of Bristol, Gardner of Nantucket and Dukes, Rowe of Hampden, Parish for Hampshire, Russell for Barnstable, Bruce of Franklin, Capron of Worcester, Jenks of Plymouth, and Hammond for Berkshire.

Mr. Kneeland, of Dorchester, from the Committee on Diploma, Seal, and Certificate of Membership, reported that the action of said Committee was incomplete so far as regarded the Seal and Certificate, but that a design suitable for a Diploma had been agreed upon. The Committee were granted further time for their report.

The Committee on Claims reported that no definite action had been taken. Messrs. Wells and Parish were added to said Committee.

The Committee on Publication of Transactions reported that there had been but a limited sale of the first volume of the Transactions, and requested instructions. The subject was referred to the Board of Directors for 1854.

The Committee appointed to petition the Legislature for pecuniary aid to the Association, reported that the State had granted for the purpose, $300 per annum, for five years.

The Association then adjourned.

EVENING SESSION.

The Association met in Faneuil Hall. The meeting was opened at 7 1-2 o'clock with prayer from Rev. Lyman Beecher, D.D.

After an address by the President, Mr. Wells of Newburyport, [see page 17,] a lecture was delivered by Professor Calvin E. Stowe, of Andover. Subject,—"The Use of the Bible in a Course of Elementary Instruction."

On motion of Mr. Newcomb, it was *voted* that the Committee on Nomination of Officers, report in print.

Adjourned.

SESSION OF TUESDAY.

The Association assembled in the Hall of the Lowell Institute.

The meeting was called to order at 9 o'clock, the President in the Chair. The exercises were opened with prayer from Rev. Mr. Peirce of Waltham.

Mr. Peirce introduced a motion to the effect that the Constitution be so amended as to provide that the Directors be not obliged to give notice of the exact time of holding the annual meetings a year beforehand. The motion was entered upon the Records, to be acted upon at the next meeting.

Mr. Thayer, of Boston, in the Chair. The President addressed the Association in behalf of the "Massachusetts Teacher."

On motion of Mr. Putnam, of Boston, it was voted that the report of the Committee on the Revision of the Constitution be so far amended as to insert the office of Treasurer among the offices of the Association.

Messrs. W. D. Swan of Boston, Kneeland of Dorchester, Hammond of Monson, Peirce of Waltham, and Parish of Springfield, were appointed a Committee to nominate a Board of Editors for the "Massachusetts Teacher" for the ensuing year.

On motion of Mr. Swan, of Boston, the subject of "The Self-Reporting System of School Discipline" was taken up for discussion. The subject was debated at length, Messrs. Frost of Waltham, Snow of Dorchester, Parish of Springfield, Kneeland of Dorchester, Hammond of Groton, Smith of Cambridge, Hagar of West Roxbury, Leland of Newton, Newcomb of North Chelsea, Peirce of Waltham, Walton of Lawrence, and Jacob Batchelder of Lynn, advocating the system; and Messrs. Swan of Boston, Northend of Salem, Hubbard of Beverly, Wells of Newburyport, Chute of Lynnfield, Thayer of Boston, and Bunker of Nantucket, opposing it. Mr. Rowe, of Westfield, occupied the Chair during the latter part of the debate. The subject was laid on the table.

The President in the Chair, the nomination of Editors for the "Teacher" was transferred from the Special Committee on the subject, to the Board of Directors for 1854.

Mr. Parish, of Springfield, from the Committee on Prize Essays, reported that the Essay on "Whispering," bearing the initials L. M. N. was considered by the Committee of award, as worthy the prize of twenty dollars. [This Essay was by

Mr. Daniel Mansfield, of Cambridge, and may be found on page 1 of this number of the Teacher.—ED.] The Committee further reported that no Essay on the subjects presented for the consideration of the lady teachers of the State was deemed worthy of a prize.

The whole number of Essays was six. The Committee consisted of Messrs. Parish of Springfield, George Allen, Jr., of Boston, and E. S. Stearns of West Newton. Their report was unanimous.

Voted, to refer the successful Essay to the Board of Editors for the "Teacher."

The meeting was then adjourned to half past two o'clock.

AFTERNOON SESSION.

At the appointed hour, the Association met and was called to order by Mr. Newcomb, of Chelsea.

Mr. Hagar, of Roxbury, Chairman of the Committee on Nomination of Officers for the ensuing year, reported the following list:

Josiah A. Stearns, of Boston, *President.*

Benjamin Greenleaf, of Bradford; D. S. Rowe, of Westfield; George A. Walton, of Lawrence; George Newcomb, of North Chelsea; Caleb Emery, of Boston; Eben S. Stearns, of West Newton; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Edgartown; John F. Emerson, of New Bedford; Charles E. Bruce, of Northfield; C. B. Metcalf, of Worcester; Loring Lothrop, of Boston, *Vice Presidents.*

Elbridge Smith, of Cambridge, *Corresponding Secretary.*

Charles J. Capen, of Dedham, *Recording Secretary.*

Benjamin W. Putnam, of Boston, *Treasurer.*

Charles Northend, of Salem; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; John Batchelder, of Lynn; Ebenezer Hervey, of New Bedford; George Allen, Jr., of Boston; James M. Lassell, of Cambridge; A. M. Gay, of Charlestown; John Kneeland, of Dorchester; Gideon F. Thayer, of Boston; N. T. Allen, of West Newton; B. F. Tweed, of South Reading, *Counsellors.*

Messrs. Thayer, of Boston, and Northend, of Danvers, declined the nomination, and the report was recommitted with instructions to fill the vacancies. The Committee nominated Messrs. Charles Hammond, of Groton, and George Capron, of Worcester.

The Association then proceeded to the choice of Officers. Messrs. Thayer, of Boston, and Walton, of Lawrence, were appointed a Committee to collect, sort and count the votes. They reported the nominees of the Committee as chosen.

Mr. J. D. Philbrick, Principal of the Normal School, New Britain, Conn., addressed the meeting by request. [Mr. Philbrick's speech may be found on page 19 of this number of the "Teacher."]

Mr. Wells, on resigning the Chair to his successor, Mr. Josiah A. Stearns, of Boston, addressed the Association in eloquent and appropriate terms.

Mr. Stearns also ably addressed the meeting, on taking the Chair as President for the ensuing year.

Mr. C. C. Chase, of Lowell, was then introduced as Lecturer for the afternoon. Mr. Chase announced as his subject, "The Kind of School Government demanded by our Free Institutions."

The Committee to whom had been referred the subject of reimbursing certain gentlemen for pecuniary sacrifices in behalf of the Massachusetts Teacher, reported in favor of leaving the matter to the Board of Directors, with full powers, and with instructions to take immediate action in the premises, and report the details to the Association. Their report was accepted.

A paper entitled "Proposition to Parents" was presented to the Association for their consideration, by the author, Rev. Warren Burton. It was referred to the Board of Local Editors of the "Teacher," with directions to publish if they should think proper.

Mr. Wells made a motion to amend the Constitution, so that Honorary Members may be chosen, which will be in order at the next meeting.

Remarks were made by Messrs. Peirce, of Waltham, and Bunker, of Nantucket, and other gentlemen, on the subjects treated of by the Lecturer of the afternoon, after which, at a quarter past five, the Association adjourned to meet in the evening, at the Lecture Room of the New Music Hall.

EVENING SESSION.

The meeting was called to order at half past seven o'clock, President Stearns in the Chair. The Throne of Grace was addressed by Rev. Lyman Beecher, D. D.

Rev. Edward Beecher, D. D., then delivered a lecture on "The Influence of the Emotions and Passions on Intellectual Culture and Development."

The Association passed a vote of thanks to Mr. Wells for the faithful, able, and impartial manner in which he had presided over its deliberations, and for the active interest he had taken in its prosperity.

Mr. Walton offered the following resolutions, which were unanimously passed: —

Resolved, That the thanks of this Association be presented to the Lecturers who have addressed us on the present occasion; to the editors and proprietors of newspapers for gratuitous notice of our meetings; to the several railroad companies for extra accommodations; to the Lowell Institute for the use of their rooms; to the City Government of Boston for the use of Faneuil Hall; and to those citizens especially who have so generously extended their hospitalities to the ladies in attendance upon the meetings of the Association; also,

Resolved, That the thanks of the Association be extended to the Editors of the Massachusetts Teacher for the faithful discharge of their duties in the preparation of that highly important publication.

Mr. Smith, of Cambridge, offered the following resolution, which was unanimously adopted: —

Resolved, That we earnestly invite the attention of the Teachers of Massachusetts to the claims of the State Association of Teachers, — that we solicit the active co-operation of the Professors in our colleges, and of the principal and subordinate teachers in our incorporated and private academies, in the important work of elevating the profession of teaching, and thereby improving the condition of our schools, — that we regard the annual meetings of the State Association as an important means of strengthening the bonds of professional friendship and of awakening professional enthusiasm.

The subject of the Massachusetts Teacher was then discussed, and the importance of sustaining it was enlarged upon by Messrs. Wells of Newburyport, Parish of Springfield, Rowe of Westfield, Hammond of Groton, Walton of Lawrence, Eaton of Andover, Smith of Cambridge, Capron of Worcester, Philbrick of Conn., Dillingham of Sandwich, Tower of Boston, and Newcomb of North Chelsea.

The Association then adjourned. The next meeting will be held in Northampton.

N. B.—Writers of Prize Essays can have their productions returned to them, envelopes unopened, on application to Mr. Samuel Coolidge, Publisher of the "Teacher," No 16 Devonshire Street, Boston. Several Essays of 1852 still remain in his hands.

CHAS. J. CAPEN,
Sec'y M. T. A.

MEETING OF THE DIRECTORS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

The Board of Directors met at the Boston Latin School, Bedford Street, Saturday, Dec. 10th, at 1 1-2 o'clock. All but three of the Board were present.

Messrs Allen of Boston, Cowles of Ipswich, and Mansfield of Cambridge, were appointed a Committee to consider the subject of reimbursing gentlemen who were at pecuniary sacrifice in establishing the Massachusetts Teacher. The Committee to report in detail at the next meeting of the Board.

A Board of Editors for the "Teacher" was then chosen by Ballot. [See opposite page 1 of this number.]

The Committee on Diploma, Seal, &c., were instructed to prepare a simple blank form of Certificate of Membership, and also to procure a seal as soon as practicable, and report at the next meeting of the Board.

Voted, to offer Mr. Samuel Coolidge $125.00 for 500 bound volumes of the Transactions.

Messrs. Stearns, Capen, and Mansfield were appointed a Committee to see what arrangements can be made to publish another volume of the Transactions.

The same Committee were empowered to dispose of the 500 copies of the first volume, should Mr. Coolidge accept the proposition.

The President was instructed to offer prizes for Essays, on the same terms as last year.

The Board then adjourned to meet on the 2d Saturday in March, 1854.

C. J. Capen, *Sec'y.*

OBITUARY.

Died, Nov. 1, at Westfield, Mass., Miss Jane E. Avery, Assistant Teacher in the State Normal School.

This dispensation of Providence which has removed an able and a faithful teacher from the sphere of her earthly labors, demands something more than a passing notice.

Miss Avery had been connected with the State Normal School in her native town, either as a pupil or teacher, during the last six or eight years. Entering it at a time when it was considered a doubtful experiment, she had grown up, as it were, imbibing the true spirit of the teacher. She early schooled herself to look upon the work to which she had devoted her talents as one demanding, not simply high intellectual attain-

ments, but a noble and generous spirit. Accordingly, she directed her energies to that work with a full and just appreciation of a teacher's duties and responsibilities. Naturally distrustful of her own powers, she did not rest satisfied with a superficial examination of any subject which came before her for investigation. Thus she learned to labor, and in her labor to find her reward.

Three years since, she was appointed as a teacher in the school, and her labors in that capacity were continued till failing health warned her to desist.

As a teacher, she was eminently successful from the first. Kind and gentle in her intercourse with pupils, she did not fail to inspire them with her own spirit.

But this brief sketch would be imperfect were we to omit to say that she possessed "the ornament of a meek and quiet spirit." Miss Avery was a Christian; as not only the writer, but all who knew her can testify.

And this, if we mistake not, was the secret of her success. Her consistent Christian life, and her holy example, carried with them an irresistible power. In that little circle — the female prayer meeting which found in her a faithful supporter — there is a void not easily filled; and the band of teachers of which she was a devoted member, has lost one of its brightest ornaments.

Calmly as sinks the summer sun in the western sky, she went to her everlasting rest, leaving to us the consolation that our loss is her eternal gain, and also the assurance that she is reaping the rewards of a better life.

B.

For the Massachusetts Teacher.

EDUCATION IN NEW JERSEY.

(Correspondence.)

By walking fourteen miles, over a muddy road, through drizzling rain, I arrived at Hackensack, a few minutes before the hour appointed for the "Bergen County Teachers' Institute" to commence. This "Institute" is more properly an Association of a few "*live teachers*," and other friends of popular education, who hold stated meetings from time to time, for the discussion of topics and questions relative to school instruction. After preliminaries of calling to order, reading minutes, &c., the Institute was addressed by the Rev. A. B. Winfield, with much energy and ability, on the importance of a *State* or national system of uniform instruction. He argued that the true

idea of a republic; was that of *one great family*, and that *unity was the foundation*. That uniformity of instruction would produce uniformity in feeling, as well as break up provincialisms, and give uniform, national, correct expressions; thus rendering text-books and teachers permanent.

Essays and debates followed. Spirit and earnestness characterized the proceedings. The little spark of attachment to the cause, which I possess, was enkindled to a lively glow. All present seemed to receive new courage. When shall such meetings be held in every county, not only in New Jersey, but through the entire domain of this glorious republic?

Oct. 24, 1853. VILCAN.

THE SCHOOL HYMN-BOOK; *for Normal, High, and Grammar Schools.*

This book has been introduced into the Normal Schools of this State, and into many others of a different character. Everywhere it has given perfect satisfaction. No compilation of Hymns speaks more for the poetic taste of the compiler, than this. It was necessary to exclude Hymns of a sectarian character, but it abounds in those which are expressive of the warm and grateful emotions of the heart, numbering many of the purest poetic utterances in our language. There is scarcely a poor Hymn in the whole collection. We learn that it has occasionally been used in one of our State Normal Schools, as a Reading Book. We would commend it as such to all schools, for there is no class of writings, as a general thing, so poorly read as Hymns, as many of our religious congregations can testify. Teachers in want of a book of this description, will find this all they can desire. Published by Crosby Nichols & Co., Boston.

In inserting the above notice, we feel that we are conferring a favor on such teachers, school trustees, and committees as have never examined this excellent collection. The compiler, for many years connected with public schools as a committee man, and intimately acquainted with their condition and wants, was induced to prepare this choice collection at the suggestion of some of our teachers, who had long felt the need of such a manual, and who knew the high reputation he enjoyed in our community, for extensive attainments in *belles lettres*, a delicate literary taste, and a truly catholic spirit.

The publishers deserve much credit for the extremely neat and beautiful style in which it is "got up," and the low price at which they afford it. We venture to predict that no teacher will willingly set it aside after having once introduced it into his school. — *Ed.*

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 2.] F. N. BLAKE, Editor of this Number. [February, 1854.

TEACHING TO THINK.

The theme just named has been often thrown into the form of the educator's duty. However immature his mental capacities, or unripe the more primary processes of development, the pupil must be taught to think.

The import of a proposition like this is plainly, that judging, comparing, inferring, and deducing, should be made the matter of instruction at as early a stage of the scholar's educational career as possible. There is doubtless much of practical wisdom in a suggestion of this kind, provided the pupil has material for thought.

It should be borne in mind that what is understood by thinking, is more the spontaneous effort of active mental ability, than it is the fruits of direct professional labor. The widest compass of the instructor's field of toil is to furnish food for the mind, present inducements to energy, supply the higher impulses to an elevated course of acquisition, and to precede the pupil with the aids of demonstration and explanation. Impart mind, or give thought, — he can do neither.

A primary fact is often overlooked in our eagerness to see the student making rapid advancement; the first efforts of the human mind are in the direction of fact-gathering. The observer of the various mental phenomena manifested in childhood, though it is often very difficult to distinguish these phenomena from those which are purely sensitive, must have perceived this fact, and, perhaps, have also made it the basis of a successful career of instruction. Facts and incidents must be laid up in memory by ceaseless efforts both of pupil and instructor. Thinking implies that the mind manages after having prompted its

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own operations. The process of thinking is therefore mostly one of mental evolution. But previously to the young mind being capable of this, there must be a history of romantic conceptions, of fictitious sketching of life-scenes, of fact-assembling, but not generally of what we may dignify as thought.

Thinking implies the process of generalization, of which childhood is capable only in a slight degree. It looks rather for the quality in an individual, than for the characters of species and genera. It is more fond of isolating than of combining, of gazing at the material thing or object than of studying the laws of its being, or of applying the principles of classification.

A similar position is tenable relative to childish incapacity to look at things and principles in the abstract. But abstraction comes to be an easy exercise of the mind at a later period of life, when the antecedent experience of years has gone before. Yet thinking can never be taught or conducted without this capability.

The true theory of educating the youthful mind to think is to train it to a vigorous and continued exercise of memory. But this implies much. It must have facts, forms of speech, modes of demonstration, processes of incipient analysis and combination; indeed, it must have a share of what makes the bulk of the knowledge of mankind. The purposes of ordinary speech, without which mind cannot think, require it to have laid up a vocabulary. Computation requires a fund of arithmetical lore, though small, yet indispensable. Food is what the mind at first most needs. Give it ratiocination enough to exercise and develop its young strength, but no more.

A retentive memory is the result of attention, a productive memory of constant use. But every possible expedient of authority and entertainment must be employed to stimulate a desire for mental acquisition. For such a capability sustains the same relation to the mental organization as hunger does to the body — it is the appetite of the mind. In quite young students, this faculty is mostly satisfied with the incidents and facts of narration. Simple stories, the two bears and Elisha, the three Hebrew worthies and furnace, the history of Joseph, the call of Samuel, the narrative of David and Goliath, furnish some of the first elements of juvenile thought, if indeed we may apply such an exalted term as thought to so humble attempts at mental activity. Other efforts than the seat this period of life are precocious. Reflection and ratiocination belong to later development.

Thinking must be presented to the young mind in simple but attractive forms. Amusement should look on the student in the school-room and smile on him. Short and wise sayings should meet his eye. Kind words should greet his ear. A fund of rich illustration should be at the command of the instructor as the occasion demands.

While we concede to the truth of the proposition that the pupil should be taught to think, we yet claim it equally true that he should be made the subject of the most available labor — that which richly furnishes him with exhaustless stores of material for thought in maturer life.

"HOW THE LAWE IS OUR SCHOOLEMAISTER."

FROM an old volume of Commentaries on the Scriptures, collated by John Marbeck, and published at London, in 1581, we copy literatim, the following quaint exposition, by Luther, of the 24th v. 3d chap. of Paul's Epistle to the Galatians.

The schoolemaster is appointed for the childe, to teach him, to bring him up, and to keepe him as it were, in prison, but to what ende, and how long? Is it to the ende that this straight and sharpe dealing of the schoolmaster should alwaies continue? Or that the childe should remaine in continuall bondage? Not so, but onely for a time, that this obedience, this prison and correction might tourne to the profite of the childe, that in time, hee might be heire and Prince. For it is not the fathers will, that his sonne should alwaies be subject to the schoolemaister, and alwaies beaten with roddes, but that by his instruction and discipline, he may be made able and meete to be his fathers successour. Even so the lawe (saith Paule) is nothing els but a schoolmaister, not forever, but till it have brought us to Christ: as in other wordes he said also before. The lawe was given for transgressions, untill the blessed seede should come. Also the scripture hath all under sinne. Againe: we were kept under and shut up unto faith, which should after be revealed, wherefore the law is not onely a schoolemaister, but it is a schoolemaister to bring us unto Christ. What a schoolemaister were he, which would alwaies torment and beate the childe, and teach him nothing at all? And yet such schoolemaisters were there in time past, when schooles were nothing els but a prison and a very hell, the schoolemaisters cruell tyraunts and very butchers. The children were alwaies beaten, they learned with continuall paine and travaile, and yet few of them came to any proofe. The Lawe is not such a schoolemaister, for it doth not onely terrifie and torment (as the foolish schoolmaister beateth his scholers and teacheth them nothing) but with his rods he driveth us to Christ: like as a good schoolemaister instructeth and exerciseth his scholers in reading and writing, to the ende they may come to the knowledge of good letters and other profitable things, that afterward they may have a delight in dooing of that, which before when they were constrained therunto, they did against their wils.

SUPERINTENDENCE OF PUBLIC SCHOOLS.

THIS is a business of no ordinary responsibility. Nor are its duties to be coveted for mere pastime; although many of them are indeed sources of pleasure to the man who really loves and seeks to promote the cause of education, and even the more unpleasant parts of his task yield, in their performance, a heartfelt satisfaction to the faithful and impartial administrator. But there are often circumstances connected with this department of usefulness which make it an undesirable *toil;* — a toil for which nothing can repay the laborer short of the approbation of the community, his conscience, and his God, on the one hand, and, on the other, a much larger stipend than is usually meted out in the towns and cities of this favored Commonwealth.

But still these duties must be performed. As teachers we feel the importance of a kind, judicious, and faithful supervision. We need *counsel* and *support* in our arduous work of teaching. The superintendency of our public schools is an important, nay, I had almost said, an indispensable part of the machinery which our legislators have so wisely put in requisition for the training and harmonious development of the energies of the children and youth of our State. And while, as teachers, we even *court* as well as prize the aid we derive from this source, may we not be allowed to say a word, through our own organ, with regard to what we deem THE MOST EFFECTUAL METHOD of accomplishing the work in question?

The choice, in this case, lies between the old and still more commonly practised method — that by school committees, chosen in the several towns and cities, and that by the agency of a single superintendent. Quite a number of the towns and cities of our State have adopted the latter method for the practical purposes of school supervision, although they still choose their school committees for objects required by law to be provided for. And these committees, in such cases, I believe, usually, have committed to them the power of selecting the individual who is to have the principal management and oversight. Perhaps this is the best arrangement. Be this as it may, the unanimous testimony respecting the single superintendent method, so far as we have had the means of knowing it, from places where it has been tried, is decidedly in its favor. I know not what may be the opinions of teachers and committees generally upon this subject, but for myself I am in favor of this method, and that for the following, among many reasons: —

1. Where one individual has the care of all the schools in a town, or city, he usually receives a compensation sufficient to

make it an object for him to bestow his time and attention upon the duties involved, to a degree and in a manner which cannot reasonably be expected of persons where the work that can be performed by one man is divided between three, five, seven, or more, as the case may be, with very stinted pay, if indeed they have pay at all.

2. It is a fact so generally admitted as almost to have become a truism, that the concentration of powers and duties in wise and faithful hands, with suitable safeguards and guaranties for their due exercise, legitimately secures the greater degree of efficiency.

3. Where, as in the towns and smaller cities, the one man may make all the visits to the schools, taking notes of their individual standing and progress from time to time, from the beginning to the end of the term, or year, he certainly has more minute and exact data from which to ascertain the advancement made, than a school committee ordinarily have, where one of their number visits at one time and his associate at another. It may, perhaps, be replied that in some of the towns and cities, the committees are accustomed to divide the labor, so that he who has the care of visiting a school, has it for the year; and that thus the evil alluded to is avoided, at least in part. Be it so. This is indeed a good arrangement, so far as it goes. But it more often happens that there is no such division, and sometimes in this matter, as in other things, that "what is every body's business is nobody's," and little if any supervision at all is had.

4. Then, again, if one person have charge of all the schools, he has an opportunity to observe the excellences and defects of each; to compare one with another, and one teacher with another; to suppress the evils, and the less efficient modes of teaching and government in one school, by taking the scions of the better modes in others, and transferring them, and grafting them on the less fruitful stocks: thus studiously and industriously seeking to improve the whole, and advancing all the schools under his care as much as may be practicable.

Other considerations might be urged, but as I wish not to extend this article beyond its present length, I conclude by venturing to express the hope that if anything in the shape of *law* is needed to give form and direction to this method of school superintendence, it will be done by our State Legislature at its present session. I am happy to add that some of our first educationists in the State, including, if I mistake not, both the late and the present Secretary of the Board of Education, have favored this method.

V.

THOUGHTS ON EDUCATION.

THE term *Education*, etymologically considered, means the bringing out, or the developing of the various powers or functions of the subject to which it is applied. When applied to man, it comprehends the development and culture of all his powers, physical, mental, and moral. These different powers thus classified, have given rise to different kinds of education, which have been denominated, respectively, physical, mental, and moral education. It is to be regretted that efforts should ever have been made to separate these; which are, in reality, but *departments* of a unit. Such, however, has been the case.

In the world's history, attention has been given to these, in the order just mentioned. Physical education has been, in most instances, the first regarded. The cause of this will appear upon a moment's reflection. In the early history of the world, and equally in that of almost every individual nation, *war* was the chief occupation, and the principal subject of thought. As contests for power and realm were decided rather by the strength of the arm, than by stratagy or diplomacy, it became a subject of interesting inquiry to each state, *what training will afford the ablest warriors?* Various means were employed to accomplish this desired result. Among some of the early nations, great pains were taken to make the mothers hardy and strong, that their offspring might partake of the same qualities; and their offspring, as soon as they passed from the maternal bosom, were subjected to such discipline as was calculated to improve, to the utmost extent, these powers. Some of these nations made this a subject of distinct legislation. Especially is this true of ancient Persia and Sparta. In the latter of these States, the bath and gymnasia were resorted to, to develop and strengthen the muscular system; temperance enjoined, to prevent effeminacy; and the separation of individual families, and the union of the whole in one, practised, in order to break up, as far as possible, all private attachments, which might, in the day of battle, militate against success, and substitute in their place a love of country, and of their profession as warriors. Almost incredible to us are the records of the achievements of such men; and the labors of Hercules, which doubtless had a foundation in fact, are, at the present day, regarded merely as the poetic offspring of an excited imagination. Nothing was left undone to render the Lacedemonian a giant in nerve and muscle. Every species of exercise was resorted to, in order to call into play, to develop and strengthen, every part of the physical system. It was, in fact, a complete *education*, in the strictest sense of the term, of all man's physical powers.

As the world advanced in civilization, the education of the *mind* began to be added to that of the body. But here we mark a change. In the latter, the anatomy of the body was thoroughly studied, and such means employed to develop and strengthen its various powers as were best adapted to produce the desired results. But in the early history of mental cultivation, instead of attempting to *draw out* and invigorate *all* the powers of the mind, the effort was confined to only a few. The chief of these were the imagination and the memory. The reflection is a melancholy one; but the present age seems to have made but little *practical* advancement upon this incipient movement. Since mental philosophy has been ranked among the sciences, there have existed two theories in regard to the education of the mind.

The one, that all education consists in simply acquiring a knowledge of facts in relation to different things; the other, that it consists chiefly in the development and invigoration of *all* the powers of mind.

In accordance with the former theory, the great object of pursuit is *knowledge*. The FACTS are wanted, and when once obtained, all is accomplished that was designed. If we examine the great majority of schools and academies, in many of the States, we shall find this the governing principle of action. Almost the only powers of the mind which are called into action, at least to any considerable extent, by this system, are the imagination and the memory. The *thinking powers* are suffered to lie comparatively dormant. There are two very simple reasons for this: it is easier for the learner to remember, than to think; and for the teacher to require a knowledge of facts, than a full understanding of them and their various relations. A third reason may be found in the want, on the part of parents and guardians of youth, of a correct appreciation of what education really is. Hence, we have often heard the question asked, "Of what use will this, that, or the other subject of study, be to my son in future life? He will never make any use of it after he leaves school." This question, frequent as it has been asked, when properly viewed, is about as sensible as would have been the one from a Spartan father, when viewing the gymnastic exercises: "Of what use will it be to practise all these? They will never be needed in the battle field." The reply in the latter case would have been: "It prepares the muscular powers for such contests." A similar answer should be given to the former. The other theory is undoubtedly the true one, viz.: that the education of the mind should consist, primarily, in the *education* and *invigoration* of its various powers. To carry this out in practice, several things are necessary. Among these may be enumerated, a more correct

knowledge of the various powers of the mind itself, on the part of teachers; a higher and more correct appreciation of the value of mental culture, and in what it consists, on the part of parents and guardians; the commitment of a fewer number of pupils to the same teacher, and a consequent increase in the price of tuition; and a greater length of time and amount of labor bestowed upon the different branches of study by the pupils themselves.—*Hingham Journal.*

THE SCHOLAR'S JOURNAL.

My plan is this: That by a very simple arrangement in all the schools, the scholars at the proper time be required to keep a diary, journal or record of whatever appears to them the most interesting and worthy of remembrance — this, of course, to be a daily exercise. By this means a foundation may be laid of incalculable benefit in after life. It should be required of each scholar to exhibit his performance daily to his instructor, and likewise to his parents. Whenever the subject will permit, let the scholar make a drawing, sketch, diagram, or picture of what he wishes to describe. This process will have a great tendency to call forth the peculiar talent of the scholar, and the result will be, no doubt, frequently to produce accomplished draughtsmen and artists. By these means, likewise, the *thinking* faculties are brought into action at a very early period of life, and the youth of our country will be made something more than mere *automata*, to repeat the thoughts or words of others. I always found that, by making when practicable, a diagram or drawing of whatever appeared important or interesting, it left the most lasting impression, and a mere glimpse of it, years afterwards, would instantly recall the original conception. This can be done in the study of mathematics and the mechanic arts, by diagrams — in history or geography, by maps or sketches — in botany and in all the branches of natural history, by drawings, &c. — and so in most of the branches of human learning and investigation. If desirable in an advanced stage of education, this plan can be carried out by a short-hand system, which will give great facility in many of the transactions of life.

The habit thus contracted at school, will naturally be carried into all the business of life. It is evident that no one will attempt to describe or picture anything, unless he thinks he has something in his mind to describe — and the effort to put it in form upon paper will cause him to think, to reason, to write, draw, &c., and will be of great importance, not only in forming a correct style in composition, but great facility in expression

and thought. The faculties of the young scholar are not too severely tasked by these exercises — but they become a pleasant and agreeable employment. In the progress of education, this scheme would create a great storehouse of information in all the branches of human knowledge, and would always be at the command of the recorder. The custom would lay the foundation of regular and systematic habits, not only in business, but in all the affairs of life, and would most likely insure success in whatever employment might be selected. The regulations here suggested may be adopted at the most trifling expense in any existing or proposed system of teaching, without interfering with any arrangements that might be desired. No favorite systems are attached or prejudices molested — and it appears to me, if the proposed plan is introduced into our schools, thousands and thousands will hereafter bless their stars that such habits were inculcated in their early youth.

FRENCH TRAINING OF YOUTH.

From a Chapter on Education, in "Parisian Lights, and French Principles," we extract the following remarks on the influence of French training of youth. The author, after having prefaced that he took his children with him to France to be educated, says:

Boys are sent to boarding schools or the seminaries under the supervision of government, where the discipline is rigid, and the exclusion of external influences as complete as stone walls and watchful guardians can render it. The teachers sleep with them, watch them at the table, are with them during their play hours, and they are never allowed to leave the walls of their seminaries without their presence; in short, they make themselves the pupils' shadows. The rule is never to leave them alone on any occasion, and the strictest watch is held over the servants and porters lest they should connive at procuring forbidden indulgences from outside the walls. If the tutors were of irreproachable morals this system would work better than it does; but when it is considered that frequently in what is called a fashionable school, they receive salaries of not over $100 per annum, no very lofty qualifications of either character or attainments should be expected. They are as likely to be accomplices as the preventives of the pupils in their attempts at mischief or depravity. It is no uncommon event to find that those youths who have been most jealously watched, even in the least exceptionable of these establish-

ments, have acquired sufficient address to convince their anxious parents that they are as innocent of even the knowledge of evil as babes, while they are in reality adepts not only in theory but of what their mothers least wish them to know. The American system undoubtedly allows too much latitude to youth, particularly in not subjecting them to wholesome discipline, but it preserves them from systematic hypocrisy and fixed habits of falsehood. If education were simply the acquisition of general knowledge, the sciences, classics, or accomplishments, the American parent would find the institutions of France unexcelled by those of any other country. In the solid ornamental branches they furnish for both sexes every desirable advantage. Intellectual knowledge is, however, but one part of education. Without principle it becomes the worst foe in society; with principle, its best ally. I do not mean to be understood as implying that the morals are neglected. On the contrary, they are rigidly cared for after the French standard. But this in my judgment is one cause of the unfitness of the nation for the republicanism of the school of Washington. After an attentive examination into their system of education for youth, I am decidedly of opinion that if American parents wish to rear a generation of American children, they by far had better intrust them, both for their morals, and the principles which are to be their guide in civil life, to the public schools of their own country, rather than to the highest seminaries of France. I have seen the results of this nurture in too lamentable shapes to come to any other conclusion than that, while it rarely is calculated to make an American successful abroad, it is quite sure to destroy his capacity for patriotism at home. Dissatisfied with the genius of his native country as being adverse to his acquired taste, he finds himself, as it were, expatriated, without the solace of being naturalized elsewhere. American citizens can best be reared amid American institutions. Corporal punishment being entirely done away with, French teachers are as much at a loss for a substitute to preserve discipline as are our worthy reformists in the navy. They resort to a multitude of penances, the most efficacious of which is perhaps imprisonment, but their general aim is to create shame or mortification. They seek to arouse emulation by a graduated system of rewards, which results in the early development of a passion for prizes and decorations. This is pushed to such an extent that the bauble often becomes the substitute for the principle, and the vanity of display takes the place of love of knowledge. These "rewards of merit" are coveted with an eagerness by all classes that to their graver neighbors savors of childishness. Hence, through every department of society, they are distributed with a profusion that elsewhere would destroy their

value. It was with difficulty I could prevent one of the most simple-hearted and conscientious of professors from bribing my children to learn their lessons. The perpetual argument is, "Do this, and you shall have that." Some one, with more severity than truth, has said that all children are by nature liars. The teacher of one of the best conducted boarding-schools of Paris, who had several American children under his charge, remarked that they were the only boys in his establishment on whose word he could rely. Where appearances are the chief aim of life, there must exist a corresponding amount of deception. The material lie readily becomes the moral lie. Truth is not placed upon its right foundation in the young. How can it be when there is no reliance put in their good faith? The education of the children prepares the way for those lies of convenience or etiquette so prevalent among the adults. The simple English yes, or no, has no weight in France. To induce belief, adjurations are added, or a sort of sliding scale of expressions, by which you are made to comprehend with what degree of certainty you may rely upon any promise or asssertion. I shall never forget the expression of surprise with which a young American girl, to whom falsehood was an unknown tongue, explained to me that her teacher required her to swear to keep a promise; and on another occasion, with mingled indignation and astonishment, exclaiming, "My teacher tells lies." She had detected some of those petty larcenies of truth which here would not be called by so harsh a name. Children are no casuists. They should be taught, by precept and example, the plain rule, to tell the truth under all circumstances, and leave the consequences to take care of themselves. The French habit arises not so much from evil design, as from a desire either to convey pleasure, or to avoid giving pain. A physician deceives his patient, to convey encouragement; the tradesman promises, to secure patronage; gallantry is proverbial for its falsehood, and vanity must be fed upon lies. The domestic is more ingenious in evasions than a creator; and your friend will never be frank at the expense of wounding your "*amour propre.*" Suspicion is so disguised in the finesse of courtesy, that its sting is scarcely felt; while deception treads so lightly as barely to leave a trail. Whenever manners and morals have their source in the head, and not in the heart, this condition of things will exist. Yet, it is impossible not to admire their exquisite tact, which, in seeking a favor, seemingly confers an obligation. Perhaps the most prolific source of falsehood arises from the wish, as they express it, "pour faire plaisir," to give pleasure. A lady of my acquaintance had an old domestic, in whom she placed great confidence. She gave him an order one day, and, some time after, asked him if he

had attended to it. "Certainly, Madam; it is arranged as you wished." She afterwards discovered that he had not obeyed her, and asked him why he wished to deceive her, as he well knew she preferred always to know the truth. "Ah, Madam, I told you so to give you pleasure — a little lie does no harm."

SCHOOL GOVERNMENT.

Decision of character is important in the teacher in order that he may govern. When correct views have been elaborated and a determination has been reached, then decision is necessary that those views may be carried out, and that determination acted upon. Decision of character is necessary to prevent useless and hurtful changes of view and courses of administrations that powerfully tend to prejudice the pupil's mind against all government. Even a very imperfect view of what a school ought to be, if it be energetically carried out, may prove less injurious in its operation than a better view less wisely administered. Then it is a true principle in governments, Si ceditis vincimini. If you give way, you are conquered. There are times when peace is best promoted by firmness. When the teacher has settled his mind on certain courses of conduct, there let him remain firm in his purpose. True, indeed, it is of the highest moment that his purpose be well chosen, and if he has sufficient wisdom, it will be, and it is always here supposed that a right purpose has been formed. When it has been, the teacher must not be easily frightened from that purpose; but must remember that on the carrying out of that purpose, may, and probably will depend the whole question of order in his school.—*N. H. Report.*

KNOWLEDGE VS. LEARNING.

I read very recently, I think in a penny magazine, of a little girl belonging to a free school, who was asked by one of the governors, on a public day, how such and such a thing happened to be so? She could give no answer. Her interrogator gave her the clew, and, with his assistance, she went through the account from point to point, and came to the right conclusion. "But how is it that you could not tell me at first; I thought you learned all these things regularly?" "O yes, sir," replied the child, "I had learned it before, and often, but I never knew it till now." She was right, as right as reason itself, not indeed logically, but instinctively, and therefore more surely; knowledge is conscious truth, but learning, as we get it and possess it, is often neither truth nor consciousness.—*Self Formation.*

[An Extract from a Lecture upon the Practical Educator, delivered before the Dukes County Educational Association, by Rev. Robert M'Gonegal, A. M., Principal of Dukes County Academy. Published in a pamphlet form by the Association, for gratuitous distribution.]

THE INSTRUMENTS AND AGENCIES TO BE EMPLOYED BY THE EDUCATOR.

We now enter on the consideration of a department of our general theme to which the educator is enchained throughout his continuously repeated efforts in imparting knowledge. He must perpetually recur to truths, to principles, to facts, in the world of mind and of matter. In order to lay the firmest of bases to youthful training, it will frequently become necessary for him to turn from theories, from hypotheses, from mere accomplishments, and from even the wishes of pupils who would be orators before they are scholars, to what is solid and useful. The educator has to do with the most precious things known to us in the universe of God — the mind, and what it feeds upon. To the duties of this great employment, do many devote themselves with aspirations far below the dignity of what they assume. The hireling, the ejected from other employments, the fop in letters, and the sluggard, should fly the vocation of educator. It has been more than intimated that studies pursued by scholars are laden with proper nourishment of the intellect, yet the greatest discrimination and care should be exercised. Parallel with this sort of training must proceed a line which shall co-extend with it — that of character, education. In furtherance of this purpose we would suggest a complete knowledge of that masterly influence, *motive*, to the instructor. But such an attainment can be achieved only from a study of the biographies of the great and the good. The agency of man does not go away with him when he disappears from among men, but lives long after he is laid to sleep with his fathers.

Should we pursue this train of thought under the same philosophy with which we have thus far conducted it, it becomes necessary to distinguish between the course here commended to the attention of educators, and what are termed (though very inappropriately) utilitarian views. The sentiment has obtained especially among self-made men, where least of all it should have found countenance, that education, such as the common people want, is only that degree of mental training necessary to conduct respectably the actual business operations of life. But business, enterprise, inventions, discoveries, every thing in the present operations of the world, owe what they are in the American world to the higher kinds of educational training. But

our occupation is not what we are to be chiefly fitted for — not the great end of life — not the all-absorbing concernment of our probationary period. Education is the end of life here — vocation the means. Nor should it be forgotten that each succeeding age should rise above its predecessor in prosperity and in knowledge. We, therefore, as our Anglo-American fathers did for us, are under the highest obligations to place posterity on a vantage ground not occupied by ourselves. And to show this to be the will of God, he has so ordered human affairs that one generation shall have the educational training of its successor before it goes from the stage. But the legitimate province of instruction is in its more liberal range, not to make a mere plodding business man, but to make a thinking man. To become such a man he must rise to the comprehension of a large field of the material of thought — a thousand principles which he may never practically apply — truths also which have the only but the lofty purpose to expand, to strengthen, and to beautify the mind. This is with special emphasis true of mathematical and classical studies. Nearly as much may be uttered of that vast storehouse of knowledge, history, and of that wide range of philosophy and fact over which the lowest grades of intellect must go ere they can be graduated to respectable manhood. Robustness and growth are the aim of those instrumentalities and agencies employed by the educator in his elevated processes of training. To achieve this, he must aim higher than a mere utilitarian, business education. The true philosophy of education requires that all of the richest sources of aid should be drawn upon without scruple, and even gladly. The most prolific of those sources are found in what our predecessors of other ages have thought, written, and left behind in books. The Past is rich. Spanning, as it does, the times which have preceded us, all of which have left many discernible lines of knowledge, it has laid up exhaustless sources of advancement. Wonderful in greatness and in beauty and in variety, are the treasures contained in those languages which have ceased to be spoken. Exploration is an imperative obligation; for their wealth is to be drawn forth, and the diligent student is to be made the possessor of it. The absolute necessities implied in the relation of the pupil, make a demand on the energies of the educator equal to a fixed and omnipotent law of life. There is a perpetually occurring *why*, which ever startles the mind of the inquirer into earnest expectancy, and whose utterance must be met with an intelligent response. This monosyllable is expressive of that restless curiosity, or appetite for knowledge, which sustains a similar relation to the intellectual growth, that hunger does to the development of the physical stature. Ignorance cannot teach. Indolence is unable to lead. If the professed educator

is unacquainted with the great principles, truths, and facts which make the substance of learning, he is a sterile and unproductive soil, prolific of famine, but not of plenty. If he does not think, he cannot induct others into habits of thought. The conclusion, therefore, is inevitable, that whoever assumes the functions of education to the young, must acquaint himself with those multiplied instruments and agencies of high import which are abundantly furnished to his hand and are admirably adapted to his purpose. Nor can the following principle and fact here escape the discernment of the reflecting, that the human mind, both in its own operations and in greatness and texture of its works, proclaims the origin of its training, together with the agencies employed in accomplishing it. When John Quincy Adams stood up among the princes of legislation as the distinguished defender of the right of the sovereign people to petition their servants on any great question, no one needed to inquire from what part of the land he came, or from what paternal stock he derived his origin, or to what quarter of the firmament of the great he belonged, or under what educational influences his magnificent stature of mental and moral manhood was reared. That celebrated conflict taught all that any one needed to know. Here is a noble triumph of the educator's function in the hero of Quincy.

But it may be objected that such a man is produced but once in an age. Let this be granted; still it remains true that the same means and labors will accomplish proportionably great results, though productive of other and less magnificent specimens of the man. The All-Wise has hidden from human eyes which are to be the first in mental stature among men. So the educator keeps on at his work of plying the instrumentalities and agencies of education, by which all lower gradations of natural endowment rise to be the utmost that can be made of them, while the first orders of ability, under a similar training, attain the most illustrious preëminence. Still another illustration of the effect of agency in intellectual culture is presented in the Cicero of classic Rome. During his earliest years he had been educated to the learning of his times. While yet in early life this great orator had travelled extensively in Greece, and had gathered together with unrivalled industry the choicest treasures of Grecian lore. He had also been trained in the polite learning and eloquence of that land of heroes and of letters by the ablest rhetoricians of the age. But the intelligent student of the fruits of his prolific pen scarcely need to be told of all this respecting Cicero, for the discriminating mind discovers in him most gracefully combined the strength of Grecian eloquence and the polish of Roman learning. The principles, truths, and agencies employed on the youth of this man,

are distinctly traceable in the career of glory which he ran, in the style in which he discharged the functions of the most responsible and elevated positions, and in the beauties of those classics which have come down to us through the wrecks of many generations from his wonderful pen. Nor can it have failed to foster in the memory of the classical scholar what a noble tribute Cicero touchingly paid his revered instructor, the Poet Gracchus, when he laid his matchless abilities, his great erudition, and his charming oratory, at the feet of the man who first taught his mind to think, and his genius to aspire.

METHODS OF INSTRUCTION.

In teaching, as in other branches of business, there are a great many excellent methods. These should be generally understood. But that is the best for each teacher which he knows best how to apply and carry out. It is not possible for all persons to adopt successfully the methodical system. To urge a particular system in all its minutiæ will as often confuse as render assistance. It is better to leave an intelligent and interested teacher with approved plans before him to lay out his own course. But whatever course or method shall be followed, it is hoped that a few cardinal points will never be lost sight of, for they steadily point to the great end of the school, not to make scholars learn what is found in the books merely, but to make good citizens and a prosperous, happy community. Among the most conspicuous of these are the following: First, let upright conduct, gentle manners, kind feelings, and a cheerful disposition be talked of, illustrated, and insisted on by the teachers and all others who can be persuaded to the kindness, continually, in school and out. Secondly, let there be something in school made interesting and attractive to the scholars,—some studies, exercises, anecdotes, or illustrations, the more useful the better; but there must be something in school that scholars will expect with pleasure and enjoy with delight. Thirdly, let it be constantly impressed, both in discipline and instruction, that the chief business of the school is not confined to the walls of the school-room, but relates to the world without, to life and society. Fourthly, let there be that patient carrying out of some regular system which shall have a tendency to bear scholars along in the right way, as it were, upon the current, even if they do not always tug at the oars with all their might. These things will invite youth pleasantly to the sciences, and like the sun's rays upon the traveller, entice away from them that cumbrous cloak, the dislike of school, which all the rude peltings from time immemorial have not been able to drive off.— *N. H. Report.*

MR. WEBSTER'S HABITS OF REFLECTION AND STUDY.

AMONG the most able and finished addresses in honor of the memory of Mr. Webster, is one delivered by Mr. Whipple, of Providence.

As an example of Mr. Webster's practice of study and quickness of comprehension, he tells the following anecdote:

I had direction from a client, in 1818 or 1819, to consult him upon a case of some importance, a case in which were presented numerous cross questions of law and equity, so ensnarled and entangled, that it required days and weeks of hard labor to discover a channel way over its shoals and amid its rocks. I called on Mr. Webster on the evening of my arrival in Boston, and stated the case. He saw its difficulties, and observed that the early morning was the period for such a labor, and requested me to meet him in his study at an early hour, which I accordingly did. Before the hour of dinner, he had threaded all the avenues and cross paths of the labyrinth, and he gave an opinion so clear and so comprehensive, that at the dinner table I was induced to ask him what had been his system of mental culture. He gave me an outline and the reasons in support of it. It was this: That so far as training was concerned, the system which experience had shown to be most conducive to physical, was equally conducive to mental power; that the training in both cases should be the same; that it was a law of our natures, that the body or the mind that labored constantly, must necessarily labor moderately. He instanced the race-horse, which, by occasional efforts in which all its power is exerted, followed by periods of entire rest, would in time add very largely to its speed; and the great walkers or runners of our own race who from small beginnings, when fifteen or twenty miles a day fatigued them, would in the end walk off fifty miles at the rate of five or six miles an hour. I think that he also mentioned the London porter, who at first staggering under a load of 150 or 200 pounds, would in time walk off with six or eight hundred pounds with apparent ease. The same law governs the mind.—When employed at all, all its powers should be exerted to its utmost. Its fatigue should be followed by its entire rest. He stated that he was generally in his study at five in the morning; that whenever mental occupation employed him, he put forth all his power, and when his mental vision began to be obscure, he ceased entirely and resorted to some amusement or light business as a relaxation. I remember distinctly his quotation from Chesterfield: "Do one thing at a time; and whatever is worth doing at all, is worth doing well."

I cannot remember the language, but merely his general views. His views of mental culture led me to some thought and reflection, which ended in the entire conviction, that the great object in view was mental power, and not mental acquisition alone. The greatest readers are seldom the most profound thinkers. The mechanics with the greatest variety of tools are not always the best workmen. Books, as Bacon observes, are but helps to the mind. Eloquence such as Hamilton's, Henry's, Dexter's and Webster's, or Shakspeare's and Demosthenes', rarely proceeds from men of great learning. It is intense thinking, the slow and painful process of concentrating all the powers upon a given subject, that lies at the foundation of eloquence. Mr. Webster was an eminent instance. I was at Washington during the debate in the Senate principally by Hayne and Webster, but my professional engagements deprived me the pleasure of listening to it. After the delivery of the speech of Mr. Webster, many, if not all the members at our table, among many other laudatory remarks, commended it for the novelty of its views of the Constitution. When I came to the reading of the printed speech I recognized what I had seen or heard before, and finally traced the source of these impressions back to Mr. Webster himself.

In a long walk on Rhode Island, in the year 1822, he propounded to me for my opinion, a number of supposed cases of conflict between the Federal and State Governments. I replied that they were questions of entire novelty which I had never thought of. He went on to give his views, which he did somewhat at large. From that day up to the reading of his great augument I had not bestowed a thought upon them. The first opportunity I had, I asked Mr. Webster if he recollected our walk upon Rhode Island. He said perfectly well, and he also said that he had occupied a large portion of his leisure hours upon the Constitution of the United States, and that probably no question could well arise between the power of the States and that of the United States, which he was not as ready to discuss as he ever could be. Mr. Justice Story, to whom I mentioned the circumstance, also stated that to his certain knowledge Mr. Webster required little or no preparation for questions of that character; that he had thought deeply and intensely on the subject for years, and was therefore prepared at any time and upon any occasion. I hope I may be pardoned for this episode.

* * * * I have been with him more than once when the Colossus who approached nearer to him than any of the great men I have seen with him, was present. By this you will understand that I refer to Mr. Calhoun. I have been with him when lawyers and orators, book makers and book readers, and

now and then a man of science were present. I have also been alone with him on the banks of the trout brook, and on the rocks of the ocean coast, and I do not remember that I ever parted with him without an increased admiration of his mind. He not only brought more than his share of wisdom and learning to every intellectual banquet, but more also of humor. His very presence elevated our conception of the dignity of man;

> "A combination and a form indeed,
> Where every god did seem to set his seal,
> To give the world assurance of a man."

At times he has also transported my mind to the belief in the entire truth of the beautiful remark of Bolingbroke: "Socrates entered a prison with the same countenance with which he subdued the thirty tyrants. For how could it be a prison while Socrates was there?"

EMPLOYMENT.

THE teacher who would govern his school, must keep in memory one of the first principles in the philosophy of mind, that what one does *from his own election*, is done much *more cheerfully*, than what *is demanded* of him *as a task*. If the teacher can interest his pupils in employment, excite their minds with the love of knowledge, and engage them in their studies, he may both improve them in knowledge, and easily govern them. Let the teacher, then, say little about *government;* about what *he* shall do, or *they* must do; but let him devote himself sincerely and arduously to *teaching*, and exciting his pupils to the acquisition of learning. If he has any refractory scholar, let him devote to that one some particular attention, in the way of explaining his lesson, or in interesting him in the school. This course will generally succeed much better than threats, or loud talk about order. Besides, one cause of disorder in school is want of employment, more than deep-seated viciousness, or a settled determination to resist the authority or wishes of the teacher. If the teacher would ask himself, How can I govern my school? let him answer it in part by another question: How can I engage every scholar in his studies? One method is, for the teachers to spend but little time in school-hours in discourse about order, or other matters than those pertaining to recitations. If the teacher would have his pupils to work, let *him* work; let him call upon every scholar to recite; and instead of faulting him as an ill-behaved scholar, ascertain why he has not learned his lesson. — *N. H. Report.*

ESSEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its twenty-fourth annual meeting at Andover, Friday and Saturday, 21st and 22d inst.

The Association was called to order at half past 10 o'clock. Prayer was offered by Rev. Mr. Emerson of Andover. The President, John Batchelder, Esq., remarked upon the objects in view by the first members of the Association. He feared we had not given so much attention to the practical business of teaching of late, as formerly; we had doubtless progressed, but it should be borne in mind that new teachers were continually entering the field, and that they need to be taught and encouraged in the same way from year to year.

Prof. Stowe of Andover, welcomed the Association in an eloquent address. He believed there was no place upon earth that could boast greater physical advantages than Essex County; nowhere were they better improved; it was necessary that the intellectual progress should keep pace with the physical culture. He believed this to be the case in Essex County. In 1836, the schools of Prussia realized his ideal of a school — since that time, he had seen better schools in Massachusetts than he had ever seen in Europe.

The following resolution was adopted without discussion:

Resolved, That the Bible should be in *constant* use in all our schools, as the great source of moral and religious instruction.

On motion of Mr. Wells of Newburyport, the remarks of Prof. Stowe on Progress were made the subject of discussion. Mr. Wells thought it not an evidence of progress that subjects were presented in simpler forms; he believed many of the methods employed at present, weakened the mind of the learner; he doubted whether the present ages would produce such a writing as the book of Job; such a poet as Homer or Milton.

Mr. Batchelder thought if the present age produced no Job, and no Homer, neither did their ages produce a Humboldt, or a Cuvier. He thought instruction in our meetings might be given which would be profitable to all—for instance, a teacher could suggest methods for securing prompt attendance upon school, and to school duties, &c., which all might employ with equal success.

At 2 o'clock P. M., a lecture was delivered by Rev. Leonard Withington, of Newbury, on Memory. There was a natural order for arranging and presenting subjects, and a corresponding order for retaining them in the memory. He did not think well of artificial means for aiding the memory. An anecdote was related of Judge Story; that he had forgotten to make a

minute of the argument of Mr. Webster in a certain case, but found that he had retained the whole in his mind without effort, the order was so perfectly natural.—The lecturer related several anecdotes, after which, he proceeded to point out the natural laws of memory, and gave numerous illustrations. He also applied the whole to the various school studies. He doubted whether Grammar could ever be so arranged as to be interesting. The great error in Geography, consisted in burdening the mind with a large number of unimportant details; only the great features of a country and those which had a bearing upon each other, as the rivers upon the mountains, need be studied. Was it of use to tax the memory with those things which a hand book would readily supply if wanted? In History only the great, leading features should be learned. The methods in Mathematics were less objectionable.

Mr. Greenleaf liked the lecture, but doubted whether some persons could dispense with artificial memory; he had known of a person who could not remember his own name — he himself could never learn the multiplication table. Prof. Stowe thought there were natural differences in different persons, in regard to memory, — he was generally thought to have a good memory for names, but he could seldom recall the name of a person he had seen but a few times, without first reviewing the features, and the impression he had formed of the person. He thought a text-book might be made of History, in which a few great events should be shown to have produced a large number of results.

The lecture of Mr. Withington, was succeeded by one from Professor A. Crosby of Newburyport, upon Reading. The lecturer proposed to apply the principles of Phonography, so far as possible, to the characters at present in use. He exhibited some cards which he proposed to employ in combining the elementary characters of words of two letters first, and then those of more than two, and so on. He would employ the ordinary method for learning to spell — all words used should be defined, not by the dictionary, but by the pupils employing their own language and ideas — of course, at an early stage in the pupil's progress, only very simple words could be employed. The analysis of sentences should be begun with children at a very early period — the writing and the analysis should proceed together. And finally, the stage of critical reading should be entered upon, which is the highest intellectual pursuit — requiring a discussion of authors, and of subjects, of Grammar and of Rhetoric.

At 7 ½ P. M., the Association listened to a lecture of great excellence, by Professor Barrow, of Andover, on the power of Personal Presence. There is a natural language of the soul

which all can understand, and which none can imitate. We shall find it impossible to cloak our vices. It is only *by being* what we ought to be that we can *teach* what we ought to. The lecturer enumerated the qualities of the true spirit of the school-room. Geniality, love, benevolence — a feeling entering into all the wants and feelings of childhood; an earnest spirit, growing out of a high estimate of the office; an enthusiastic spirit — a glow of delight from the work — it ought to seem as strange to hear a teacher complain of the sameness of instructing the youthful mind, as to hear a minister complain that he had become tired of directing repentant sinners to the Saviour; self-control and evenness of spirit — this point was illustrated by an account of a school the lecturer once attended, where the teacher varied his discipline to suit his own state of health, which was generally pretty poor; impartiality — a sincere and trustful spirit — the lecturer opposed the habit of putting children unnecessarily upon their own veracity; candor — to fall into an error, may be merely not dignified — to deny it, is mean and wicked. Simple heartedness — a progressive spirit — glorious ideal ever present — a tone of piety — the standard of action should be God's law, and the *end*, his glory.

Mr. Wheeler of Salem, thought a great evidence of progress, of which so much has been said, was the fact that no allusion had been made to anything but intellectual and moral advancement, whereas, heretofore, the evidence most prominent was the improved houses, apparatus, &c.

Remarks were also offered by Messrs. Vaill and Northend of Salem, and Batchelder of Lynn.

A lecture was delivered on Saturday morning by B. F. Tweed, Esq. of South Reading, on the Relation of Teachers to Education. We are to make the teacher responsible for the work which God has devolved upon the whole community — the development of mind is determined much more by sympathy than by precept — if the father speaks kindly to a robin, the child will feed and cherish it; if the father shoots it, the child will be inclined to kill and destroy every harmless thing he meets. There are certain things which appertain to the office of teacher, and in respect to these there should be the greatest faithfulness. The lecturer indulged in a characteristic vein of humor in discussing the manner in which the teacher should proceed in his work. Some excellent remarks were made upon the subject of Grammar and Reading — he thought Grammar not a more difficult branch of study than Arithmetic,—it only needed to be pursued in the same way,—the present order must be reversed, and the pupil must begin with very simple things and apply the knowledge he already possesses of the formation of sentences to the analysis of them — all children can form

very good sentences when they enter school, and he did not wonder at its being said that what was gained in writing the language hardly compensates for the time and labor spent upon the study of Grammar. The voice should be trained to the expression of every possible idea of the mind — of this, it is capable, as also is the ear of comprehending every variety of tone. Children acquire much more easily than adults, hence it is necessary to teach the principles of reading before the judgment is mature. There are limits to every person's duty, the teacher's is no exception.

The following is a list of the officers for the ensuing year :—

John Batchelder, Lynn, *President;* J. B. Fairfield, Lawrence, *Vice President;* George A. Walton, Lawrence, *Recording Secretary;* M. P. Case, Newburyport, *Corresponding Secretary;* John Price, Manchester, *Treasurer;* Thomas Baker, Gloucester, William K. Vaill, Salem, A. A. Keene, Marblehead, J. S. Eaton, Andover, Charles Wheeler, Salem, J. V. Smiley, Haverhill, *Counsellors.*

Messrs. Benjamin Greenleaf, William H. Wells, and Charles Wheeler, were appointed a Committee to petition the Legislature for continuance of aid.

Mr. John Batchelder, of the Committee appointed to ascertain the number of teachers employed in Essex County, reported that the number of males is 211, females 484, total 695 ; not including teachers of private schools.

On motion of Mr. Greenleaf, it was

Resolved, That we regard the "Teacher and Parent," by C. Northend, Esq., as a highly valuable auxiliary to the cause of Common Schools and Education, and we cordially recommend its general circulation.

On motion of Mr. Wells,

Resolved, That the cordial thanks of the Association be presented to Messrs. J. S. Eaton and George Foster, of Andover, for their indefatigable efforts to provide accommodations for the large delegation of Teachers in attendance at this meeting, and to the citizens generally, for the bountiful hospitality of their open houses.

Resolved, That the special thanks of the Association be tendered to Mr. S. H. Taylor, for the invitation extended to the members of the Association to visit the Library of the Theological Seminary and the Missionary Museum.

On motion of the Secretary,

Resolved, That the thanks of the Association be presented to the several lecturers who have addressed us on this occasion, to the editors and proprietors of newspapers who have given gratuitous notice of the meeting, to the Eastern, the Salem

and Lowell, the Boston and Maine, Lowell and Lawrence, and Newburyport and Bradford Rail Road Companies, for extra accommodation, and to the Free Church of Andover for the use of their beautiful house during our meeting.

Voted, To refer the place of meeting to the Board of Directors.

The semi-annual meeting will probably be held at Salem.

At 11 o'clock, the Association adjourned after singing "Old Hundred." GEORGE A. WALTON, *Rec. Sec'y.*

Lawrence, Oct. 26, 1853.

THE HAMPDEN CO. TEACHERS' ASSOCIATION.

THE Hampden Co. Teachers' Association held its Annual Meeting in Westfield, Nov. 18th, 1853.

The meeting was called to order by the President, Mr. P. B. Strong of Springfield. Prayer was offered by Rev. Dr. Davis of Westfield. After the reading of the Semi-Annual report, a Committee, consisting of Messrs. Parish of Springfield, Goldthwait of Westfield, and Barrows of Springfield, was appointed to prepare and report the order of business for the session. Dr. Davis made some brief remarks upon the discouragements teachers labor under, and the necessity of their stirring each other up to love and good works.

Messrs. Parish and Goldthwait spoke upon "The relations of Teachers and Parents." Mr. Parish urged the necessity for the teacher to lead forward every work of reform or improvement, both in school and in everything connected with school management; Mr. Goldthwait agreed with him, urging the importance of the teacher's taking the laboring oar, since what interests people most, they are often inclined to think of least importance.

Messrs. Parish, Goldthwait, and Scott were appointed a Committee to nominate a Board of Officers for the coming year. Adjourned to 7 o'clock: Met pursuant to adjournment: the Nominating Committee reported the following Board of Officers, which was elected:

C. Barrows, Springfield, *President;* W. C. Goldthwait, Westfield, J. Tufts, Monson, O Marcy, Wilbraham, J. C. Barrett, Chicopee, C. Nichols, Springfield, *Vice Presidents;* A. J. Lyman, Springfield, *Corresponding Secretary;* L. Scott, Springfield, *Recording Secretary;* A. Parish, Springfield, *Treasurer.*

Rev. Mr. Newhall was then introduced, who delivered a lecture upon "The Necessity of much better preparation of the Teacher for his work," urging that one needs to know

more than one book, or one author's exposition of any science, to be able to teach it thoroughly; the lecturer drew many interesting explanations and illustrations from the science of Physical Geography as it is being developed in comparison with the old methods of teaching. The lecture was one of the most able, straight-forward, and practical productions ever delivered before the Association, and every way creditable to one, who, though in another and kindred profession, has well earned the admiration of many as a successful teacher.

Dr. Davis made some very instructive remarks upon the growth of Physical Geography as a science, and the necessity of making it a separate study; — Mr. Parish followed upon the topical system of teaching Geography; — Mr. Strong spoke of the difficulty of teaching Physical Geography for want of suitable books: adjourned to Saturday morning at 9 o'clock.

SATURDAY MORNING, 19th.

The first half hour was spent by quite a large portion of those present in an animated conversation upon various methods of teaching Grammar, and by the remainder in "cultivating the social affections." At 9 1-2 o'clock the Association was called to order by the President; Mr. Goldthwait made some very pleasant remarks on the manner in which he was taught Grammar and Geography, and suggested some of the steps of improvement from that time to the present; and the necessity of giving all education a more practical turn.

Mr. Mitchell of Chicopee agreed with the gentleman who preceded him, but thought that the proper end of mental discipline should be to call in use the thinking faculties, and teach the pupil self-reliance.

Mr. Strong spoke in opposition to the plan of Map Drawing as now too extensively practised, but he would have the scholar so educated as to be able to represent Nature faithfully; he made a very forcible illustration by relating the efforts of a voyager in illustrating his journal of travel; — Mr. Parish remarked upon the apparent slowness of progress made by some teachers, and inculcated the necessity of a pertinacious faith connected with persevering labor.

On motion of Mr. Mitchell, the Board of Officers were constituted a Committee to offer a prize or prizes for Essays upon educational subjects, the arrangements for which will be announced in due time. After the customary votes of thanks to the Lecturer for his instructive and interesting address; to the people of Westfield for their hospitality; to the Trustees of the Academy for the use of the same, the Association adjourned to such time and place as the Board of Officers may determine.

L. SCOTT, *Secretary.*

DUKES COUNTY.

THE Dukes County Educational Association, held its Fifth Annual Meeting in the Methodist church, in the town of Chilmark. The officers chosen for the ensuing year, were Dr. John Pierce of Edgartown, President; Hermon Vincent of Chilmark, Charles B. Allen of Tisbury, and Richard L. Pease of Edgartown, Vice Presidents; Hebron Vincent of Edgartown, Secretary; and John N. Vinson of Edgartown, Treasurer. Discussions were had on several topics. The Association were favored on the occasion with able and interesting lectures from Rev. Lewis Holmes of Edgartown, Robert C. Pitman, Esq., of New Bedford, and Rev. Robert McGonegal of West Tisbury. The next semi-annual meeting of the Association is to be held in Edgartown, in April next.

An interesting circumstance at this meeting, was the presence of large numbers of scholars from the flourishing Academy at West Tisbury, now under the principalship of the Rev. Robert McGonegal. This school has become deservedly popular under its present accomplished and efficient Principal, numbering now (Winter Term) over one hundred students. The following resolve was passed near the close of this session of the Association: — "*Resolved*, That as an Association, we heartily sympathize with Mr. McGonegal in his Educational efforts in connection with the Dukes County Academy, and pledge to him our cordial support."

CULTIVATED MIND.

AWAKE, arise, with grateful fervor fraught,
Go, spring the mine of elevated thought.
He who through Nature's various walk surveys
The good and fair, her faultless line portrays;
Whose mind, profan'd by no unhallowed guest,
Culls from the crowd the purest and the best,
May range, at will, bright fancy's golden clime,
Or musing mount where sits sublime,
Or wake the spirit of departed time.
Who acts thus wisely, mark the moral muse,
A blooming Eden in his life reviews!
So richly cultur'd every native grace,
Its scanty limits he forgets to trace:
But the fond fool, when evening shades the sky
Turns but to start, and gazes but to sigh!
The weary waste that lengthened as he ran,
Fades to a blank, and dwindles to a span. — *Rogers.*

EDUCATION OF TEACHERS.

FEW estimate sufficiently the importance of teachers as a class, or their influence on society. Nearly as much as parents they mould the moral character of the young; and their influence is probably even more felt in developing the intellect and giving it direction, throughout an extensive portion of society. Ridicule of teachers constitutes one of the stale jokes of literature; and its caricatures have not been without their influence on those whose dictums have weight in assigning both literary and social position. Prejudice against this occupation, in our country, is as unjust as it is impolitic. Where in the United States have teachers, as a class, been found behind the moral or intellectual cultivation of the body of the community in which they have been called upon to teach—nay, not in advance of it? How often has even the breath of suspicion fallen on the moral character of one of the twenty-five thousand common school teachers of New York? Of their intellectual calibre, the bench, the bar, the sacred desk, the highest business and official positions of our country, bear emphatic testimony. For unremitting industry in a laborious and physically prostrating occupation—for a patient braving of inconveniences and annoyances which those unfamiliar with the subject can hardly appreciate—for a zealous and high-toned devotion to the duties of their calling, ample opportunities of observation have satisfied the undersigned, that no class of men excel the teachers of New York. And it is notorious that none, where the extent of their duties and responsibilities are taken into consideration, are so inadequately paid. Beyond a few cities and large villages, the wages paid to teachers do not equal those of any class of operatives, whose occupation demands any previously acquired dexterity.

It is common to urge the necessity of establishing a professional class of teachers—a class of teachers for life. This most desirable result cannot be obtained at present rates of remuneration; and there are no indications of a sufficiently favorable change in the latter particular, to justify any hope in the future —or at least until long years to come—except in the few wealthy localities already alluded to. Our teachers, as heretofore, must be mainly drawn from those who are preparing ultimately to engage in other pursuits. The State, as heretofore, must be satisfied with qualifying, so far as practicable, a temporary class of teachers. It is a necessity which admits of no alternative, but the entire degradation of our schools. Nor is the necessity a hard one, when the vast sums lavished by

Government on comparatively trivial objects, are taken into consideration. In matters pertaining to education, if anywhere, the policy of a republican State should be liberal.

The undersigned would earnestly recommend that all existing public aids toward the instruction of teachers be continued, and that some additional ones be extended, as proposed under the next head, looking toward the preparation of a greater number of thoroughly educated teachers, to diffuse the benefits of improved methods of instruction, not only directly in their schools, but by their example, throughout the body of those of the State.—*N. Y. Report.*

COMPOSITION.

We talked of composition which was a favorite topic of Dr. Watson, who first distinguished himself by lectures on rhetoric.

Johnson. I advised Chambers, and would advise every young man beginning to compose, to do it as fast as he can, to get a habit of having his mind start promptly; it is so much more difficult to improve in speed than in accuracy.

Watson. I own I am for much attention to accuracy in composing, lest one should get bad habits of doing it in a slovenly manner.

Johnson. Why, sir, you see you are confounding *doing* inaccurately, with the *necessity* for doing inaccurately. A man knows when his composition is inaccurate, and when he thinks fit, he'll correct it. But, if a man is accustomed to compose slowly and with difficulty upon all occasions, there is danger that he may not compose at all, as we do not like to do that which is not done easily; and at any rate more time is consumed in a small matter than ought to be.

Watson. Dr. Hugh Blair has taken a week to compose a sermon.

Johnson. Then, sir, that is for the want of composing quickly, which I am insisting one should acquire.

Watson. Blair was not composing all the week, but only such hours as he found himself disposed for composition.

Johnson. Nay, sir, unless you tell me the time he took, you tell me nothing. If I say I took a week to walk a mile, and have had the gout five days, and been ill otherwise one day, I have taken but one day. I myself have composed about forty sermons. I have begun a sermon after dinner, and sent it off by the post that night. I wrote forty-eight of the printed octavo pages of the Life of Savage at a sitting, but then I sat up all night. I have also written six sheets in a day of translation from the French.

Boswell. We have all observed how one man dresses himself slowly, and another fast.

Johnson. Yes, sir, it is wonderful how much time some people will consume in dressing; taking up a thing, and looking at it, and laying it down, and taking it up again. Every one should get the habit of doing it quickly. I would say to a young divine, "Here is your text, let me see how soon you could make a sermon." Then I'd say, "Let me see how much better you can make it."

Thus I should see both his powers and his judgment.—*Boswell's Life of Johnson.*

TEACHING.

To learn anything thoroughly is no easy task; to communicate it is a still more difficult one. To be able to find out the peculiar constitution of each child's mind, so as to bring what you would teach, down to the level of the understanding, and yet to make it work in such a way as to seize upon, and comprehend the subject, to reproduce; this is teaching, and nothing else deserves the name.

END OF EDUCATION.

THE true end of education is to fit a thinking being for the part she is to perform in life, as the true end of life is to prepare the same being for eternity; so that merely to be well informed is not to be well educated. The question is not how much knowledge we possess, but are we disposed to render it available to moral improvement,—subservient to practical duty? Will others benefit by our education as well as ourselves?—*Miss Jewsbury.*

ATTENDANCE.

IRREGULAR attendance at school is one of the greatest existing faults, and one of the last and most difficult to be corrected. Regularity, promptness and punctuality are great virtues to any community, and are as desirable as they are rarely to be found. The fault in school results rather from the tardy habits, dull interest and inefficiency of the parents, than from the children. The children can do little till the parents apply themselves to correct the fault. The appearance of any real improvement in this respect may be taken as a certain indication that the foundation of the subject has been reached.—*N. H. Report.*

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.*
C. J. CAPEN, ... *Dedham.*
RESIDENT EDITORS.
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, *W. Newton.*

WE present in this number of the "Teacher," accounts of meetings held in various counties in the State, for the promotion of the cause of education. It is thought by some that such accounts are of no practical use. We dissent. The fact that Associations of Teachers are held in various parts of the State is good and cheering news, and should be chronicled in a teachers' journal. We admit that much is said and done at teachers' meetings that can have only a local interest, and that the reports are often burdened with useless matter. In mentioning this, we would urge it upon those who are so kind as to favor us with reports, to bear in mind their legitimate objects, one of which is, to record the public efforts of teachers in behalf of the cause; another, — to convey information which shall be of practical benefit to teachers in the discipline and instruction of their schools. Reports of this character should be concise, as graphic in description as possible, and so correct in Rhetoric, Punctuation, &c., that the composition of the teacher shall not have to be corrected by the printer. It should be fully understood that the Local Editors have not time to revise these reports, although they occasionally feel constrained thereto. Most of those which we have received have been entirely satisfactory as to style and contents, and to some of them we should not presume to touch a pen. We trust we shall be excused if we, in all kindness, intimate that there has been an occasional exception. Trusting that no one will take umbrage at our remarks, as, with a little reflection, the difficulties under which we labor will be fully understood, we would now express our thanks to those gentlemen who have been so kind as to furnish us with the proceedings of the County Associations, and would solicit a continuance of the practice.

But "there are several counties not yet heard from." We believe that Essex and Norfolk take the lead in the Association movement. In these counties, since their respective Associations were formed, there have been semi-annual meetings without a single failure. We speak from personal knowledge in regard to Norfolk, and have been informed that such has been the fact in Essex. The most inclement weather has never prevented a successful meeting. With each meeting the interest of teachers in one another has increased, and their professional enthusiasm has been rekindled, and has spurred them on to more worthy deeds. Other counties, as Plymouth, Hamp-

den, Bristol, Barnstable, Nantucket, Dukes, Franklin and Berkshire have sustained their Associations, and experienced the same advantages.

But where are Worcester, Suffolk, and Hampshire in this movement? We have had no accounts from them. Middlesex has lately formed an Association, and we have received an official report. There are local obstacles in Hampshire which prevent the success of an Association in that county; but not so in Worcester or Suffolk. A morbid feeling of opposition to Associations of this kind prevails in Boston, and some of the ablest and most successful teachers discountenance them. This is much to be regretted, as it is from such that practical education could derive the greatest advantage. These gentlemen will tell you what the world knows by heart, that "experience is the best teacher." But this is ignoring the fact that the example of others is of practical efficiency in a cause in which philosophy has not yielded all her stores. We hope at some future day to be able to report the existence of greater professional enthusiasm in Suffolk County. May we not hear from some of our friends in Hampshire and Worcester?

The Secretary of Essex County Association will please excuse the deferment of his report to this number, as there has not before been room for a full insertion.

ARTHUR ELLERSLIE; OR, THE BRAVE BOY. RED BROOK; OR, WHO'LL BUY MY WATERCRESSES. MINNIE BROWN; OR, THE GENTLE GIRL.

These are the titles of the first three volumes of "My Uncle Toby's Library:" by Francis Forrester, Esq.

The little folks must have entertaining books,—something to which they may have recourse in the intervals between school hours, when their sports or occasional duties are over. Books which in pretty stories convey wholesome moral lessons are the most useful, and are of great aid to parents, as they silently, but powerfully, coöperate with them in the great work of moral training.

We have read the last mentioned volume, the only one of the series we have received, with much satisfaction, and find it as charming as we had anticipated from the title, and a beautiful specimen of the class of books above referred to.

"Uncle Toby's Library" consists of twelve volumes, handsomely bound, and illustrated with upwards of sixty engravings, and each book is printed in large and splendid type, upon superior paper. Teachers will find it safe to recommend this series. Read number three.

Published by G. C. Rand, and for sale by Wm. J. Reynolds & Co., 24 Cornhill, Boston, to whom all orders should be addressed.

KNAPP & RIGHTMYER'S TWENTY-FIVE WORKS ON PRACTICAL AND ORNAMENTAL PENMANSHIP.

This is the most complete and comprehensive system of Penmanship that has yet been published in this country. It is complete in every branch of the art, embracing specimens of all the forms of mercantile and ornamental penmanship in use; of the German Text, Old English, Roman, Italian, Marking Italics, and Print Letters in general use among the first class artists; specimens of off-hand flourishing and embellished capitals, suitable for copies for those who wish to instruct themselves in the higher departments of Chirography and Calligraphy. It is just the work for teachers who may be in quest of specimens for their guide in practice.

The proof of the third article in the November number of the Teacher was not corrected by the writer, and the following misprints have been noticed: —

Page 356, line 9, for majestical, read magisterial.
" 357, line 44, for *fear*, read *pear*.
" 358, line 27, for *word*, read *vowel*.
" " line 28, for *command*, read *consonant*.
" " line 31, for Anglos, read Angles.
" 359, line 6, for well known point, read well known fruit.
" " line 16, for compounded, read confounded.

ABOUT one hundred and fifty scholars, who had been members of Hopkinton High School within the past six years, assembled in the Chapel Hall, Hopkinton, a short time since, and presented their former teacher, Mr. Daniel J. Poor, *fifty* elegant volumes of scientific and classical works. The presentation was accompanied with some very appropriate remarks by one of the scholars, and followed by an address by Mr. Poor, in which it was stated that *four hundred* scholars had been under his instruction, during the six years he had charge of the school; and thirty-two of these had been engaged in teaching other schools.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 3.] C. C. CHASE, Editor of this Number. [March, 1854.

A PETITION

TO THE TEACHERS OF THE STATE.

Among all the societies formed for the promotion of the rights of men and women, — of clergymen, physicians, teachers, &c., I know of no combination for the defence of the rights of the girls and boys. We are a numerous and important class, and yet are at the mercy of our superiors in regard to all the rules and responsibilities of life. We presume this is all right, but yet we cannot help thinking that sometimes, even in the school-room, we are subjected to some treatment which it would be difficult to vindicate or explain. Now we humbly beg to have some things explained. This we claim as one of our rights. Or is it true that we have no rights? Pray tell us, then, when we begin to have them. Is it at the age of 15, or 18, or 21?

Now my teacher flogged me horribly the other day, for chewing gum, while at the same time he had in his mouth a quid of tobacco so big that my bit of gum could hardly begin to compare with it. I suppose I had no right to tell him what I thought of it, though he did not hesitate to speak pretty plainly what he thought. I wish only to know how old I must be, before, instead of being whipped for chewing a neat bit of gum, I shall enjoy the right of chewing such dirty stuff as tobacco, and of flogging all the younger chaps about me for presuming to eat anything at all.

Again, the regulations of our schools say that both teachers and scholars shall be in their proper places at nine o'clock in the morning. Now I am obliged to obey this law to the very

letter, while some of the teachers of our school make no pretence of obeying it, except when convenient. How old must I be before I can assume the dignity of violating rules without punishment?

I think I respect my master, but I verily believe that if I made as much noise at my bench as he does at his table, in banging about his chairs, books, &c., I should be flogged for it every week.

When I make a promise to my master, I am obliged to keep it, but I get more than half my floggings because my master seems to feel under no obligation to keep his promises to me. The way it happens is this: My master gets out of patience and bristles up, and says, "Now the first boy, and every boy that I see eating apples in school, — I'll flog him." Well, this seems all right, and I am careful to keep my apples in my bench till recess; but, in a day or two, I see my friends, Tom, Dick, and Harry, and half a dozen more, all about me, chewing away at their apples as freely as you please. My master sees them, but says nothing, and I conclude that he made the rule because he was out of patience, and did not really intend to do what he said. So I practise accordingly. However, after I have eaten a few apples unmolested, before my master's face, and am engaged very happily in munching another, he happens to get into one of his fretful moods, and I suddenly hear him exclaim, "Peter, come out here. Didn't I tell you I would flog you for eating apples? Hold out your hand. * * * There, now, take your seat, and mind your book, or you'll get a worse flogging next time." Well, I feel horribly provoked at him, for whipping me because he has lost his temper, and make up my mind not to be quite so green the next time. So I watch him, and when I am sure that he feels pretty well, I take out my apple and eat at my leisure, keeping an eye out all the time, mind ye, lest the master should happen to get his "dander up" before I chance to notice it. When that happens, I assure you I am pretty shy; but I get into the habit of munching in school, and I have so many fine chances for it when my master is in a pleasant mood, that the inducements to hold on to the practice are so strong that I can't make up my mind to leave it off. So it is with all my other bad habits as a scholar. If my master would keep his word, and stick to his rules in regard to them, I should save a great many whippings and be a better boy. But as it now is, we are permitted to have just enough fun to bait us on, and keep us nibbling, and dodging, and getting whippings. And so it goes. When our master is in a quiet state of mind, we are in fun up to the eyes; but woe to the boy who don't dodge him, and keep pretty shy, and draw on a long face when he raises his

quills. I am for a reform in this matter. When you teachers say, "No munching," "No snowballing," stick to it, and we boys and girls will look out for ourselves, and save you a heap of trouble, and ourselves a host of strokes and reproofs.

I also claim the privilege of complaining of all my teachers for forgetting that I am a boy, and not a man; and that, although my perceptive faculties are so good that I can distinguish between a horse and a sheep as well as they, yet the time has not arrived for the full development of my reasoning powers; and if I cannot explain all the steps in solving a problem in Algebra, or even in Vulgar Fractions, as logically as they, it is hardly pleasant to be called a blockhead, or a dunce. Let them lay the blame upon my age, and not upon myself. Let them not forget that they were once young, and that, even in the simple study of Arithmetic, there were then some things hard to be understood. Be patient, teachers, we are growing as fast as we can; twelve months hence we shall be a year older.

But my most grievous complaint is yet to come. I do not refer to the fact that my teachers have always been in the habit of trying to make visitors who chance to call, believe that the school happens to be in an unusually disorderly state just at that time, when the truth is that we are almost uniformly more orderly on such occasions; for in these apologies, false as they are, is simply discovered a common weakness in human nature. Although we feel ashamed of our teachers in such cases, we are ready to pardon them, for they should be allowed to put the best side out, when the best is none too good. But we do complain of being made, on such occasions, the tool of our teachers' falsehood and deception. To speak plainly, we are not willing to be made, before visitors, to appear, as a school, what we are not. I, for instance, am conscious of being no very great geographer; but having learned once, by special order, the route from Harrisburg to Cincinnati, so that I could repeat the names of all the railroads, canals, cities, villages, battle-grounds, mountains, rivers, lakes, &c., &c., on the way, I am called out by my master almost as often as a visitor enters the school-room, to rehearse this identical lesson; and so I am set down by the visitors as a remarkable geographer, my teacher as a splendid teacher, and our school as a first-rate school. For other boys, too, have conned a similar lesson, and they too join in the farce. Now if my teacher would frankly say to the visitors, "Gentlemen, this boy, Peter Jones, has been some six months, or less, rehearsing the 'route from Harrisburg to Cincinnati,' and, inasmuch as the class would make a very unfavorable impression upon you if I should demand them to recite their regular, ordinary lesson, I wish

you to allow him, and others like him, to entertain you, in the hope that you will leave the school when they are done," — why, then I would, though reluctantly, comply. I would respect my teacher's honesty, though not his manliness. But as it now is, to see him adroitly slide off from a common, dull, every-day recitation, the moment a stranger opens the door, and call out, "Peter, route from Harrisburg to Cincinnati;" "Thomas, route from Charleston to Pittsburg," I confess I am ashamed of *him;* — to repeat the farce I am ashamed of myself; — to hear the flattery of the visitors, I am ashamed of them, and of the school, and of every body. The truth is, we boys and girls really know less than people think we do; and if our examinations were not "cut and dried," and a general system of humbuggery were not carried on in some of our crack schools, the community would agree with me.

Do not misunderstand me. I do not object to "cut and dried" examinations, if they are honestly conducted. Let the teacher frankly say, "Ladies and gentlemen, I propose to examine this class in Arithmetic, on the fifth chapter, on which I have drilled them three weeks for this special occasion, and they would break down in any other part of the book," — then I will not complain. But I do complain of being made a tool of my teacher's ambition, in playing a false part before my friends, and raising expectations in their minds, only to disappoint them when the truth is known.

I cannot help thinking that this question has some moral bearings, in respect to the formation of our characters, which parents and committees would do well to consider; but I will leave this feature for older heads.

Begging the excellent teachers of the old, honest Bay State, to give my complaints a candid hearing,

I am your most obedient

PETER.

THE GOOD AND BEAUTIFUL.

MAN is so inclined to give himself up to common pursuits, the mind becomes so easily dulled to the impressions of the beautiful and perfect, that one should take all possible means to awake one's perspective faculty to such objects, or no one can entirely dispense with these pleasures; and it is only the being unaccustomed to the enjoyment of anything good that causes men to find pleasure in tasteless and trivial objects, which have no recommendation but that of novelty. One ought every day to hear a little music, to read a little poetry, to see a good picture, and if it were possible, to say a few seasonable words. — *Goethe.*

———— "*rimisque fatiscunt.*"

"LEAKY VESSELS."

If there is a turn of disposition more than any other unfortunate in its influence upon the little community over which he presides, and productive of endless vexations to himself, it is that of the "leaky" teacher.

By this I indicate the man, who, from whatever motive, attempts to guide, by precept and example, the inquiring and capacious comprehensions of the young in the acquirement of knowledge, — to meet the exigencies of their physical activity in the school-room, their love of out-door sports, their dreams of future exploits in life, their indolence often, their roguery always, their acuteness in asking puzzling cross-questions, their sagacity in fathoming the intent of sage regulations, their skill in escaping detection of offence, and their eloquence in averting the punishment of it when detected, — while possessing in himself neither the well-balanced judgment that rightly plans, nor the tenacious memory that always retains, nor the unbending will that fails not, in small or large things, to execute.

The "leaky" teacher is often a man of great energy of character, and of high aims. He not infrequently accomplishes much for a time, and in a particular direction. He *may* know, he frequently *does* know, the theory of a good school by heart; nay, farther, he may in his simplicity suppose his own such; but whoever shall sit down by his side for a day, and scrutinize his manner of conducting recitations, appointing lessons, smoothing difficulties, settling matters of discipline, will not give him the credit which he takes to himself. What matters the strictness of his regulations, if he forgets again and again to enforce them? What matters the length of his lessons, and the extent of his school curriculum, if his pupils stumble on every rood of the race, because he has "leaked" in his care to investigate their defects and insure their proficiency? Of how much consequence are his lessons in politeness, backed by his own example though they be, if, while he discusses the last disquisition of Willis on marriage etiquette, they star the ceiling with paper pellets, or trample their neighbor's sittings with seven-league boots?

And yet how many an unhappy young teacher and more unhappy old one, are in our good Commonwealth to-day endeavoring to push and pull and drive unwilling wights of little stature up the hill of Science, while this troublesome defect of "leakiness" inheres to such a degree in their constitutions and habits, that they constantly continue to groan, "Who is sufficient for these things?" How many struggle this week to stop

whispering, while idleness gains headway, and next week to drill two promising orators on some dialogue, while a hundred others more eloquently act over a real combat.

Now while it is true that one thing should be done at a time, and *but* one, the teacher, if he would not "leak," must see that it be *really* done; and when so finished, that it remain so, as far as it is possible for anything human to remain. Let not what he has accomplished in discipline or instruction be dismissed from the mind, but let him "make a note on't," and be sure that no past effort that has once taken effect, be lost. Let him adopt the motto of "Get all you can, and what you get, hold," in regard to school advancement, and he will find that he possesses the true philosopher's stone.

Finally, let every teacher who feels his hands all the time to be more than full, and yet, in his own view, at the end of the week or term, seems to have accomplished nothing, diligently inquire whether he has not numerous "leaks" which might be stopped by the application of proper diligence, and thereby increase his own usefulness in the profession, and, what is more, attain a higher, well-founded self-respect. K.

THE SELF-REPORTING SYSTEM.

It is not proposed, in the present article, to enter fully upon the discussion of the subject in question, but to add to what has already been said and published, a few practical suggesitons. In discussing such a subject, it should be admitted by all parties, that the *success* of a regulation, in respect to securing *order in school*, does not necessarily vindicate its *adoption*. The pirate's motto: "*Dead men tell no lies*," is abundantly successful and efficient in securing the pirate's object, but still he is a murderer. We have heard of a teacher who has succeeded admirably in keeping quiet those little mischievous urchins who inhabit the front seats, by threatening to eat them or throw them upon the fire, yet few would justify his course.

The sabbath school teacher, of whom a friend lately told us, who endeavored to secure order in her class by assuring her little pupils that they would go to the bad place if they did not keep in order, is not to be praised for her skill or success in government. Most freely do we acknowledge that the self-reporting system is a very efficient means in securing order in the school-room; for, to the credit of the American youth, the great majority of almost any school will confess the truth,

and, of course, will be greatly influenced by this practice, to avoid the violation of the laws of the teacher. We conceive the true question for discussion to be this: Does the practice of self-reporting reward falsehood, and discourage honesty, and thereby trifle with and impair the moral purity of the young?

With the teacher who prizes the reputation of his school, for quiet and order, above the moral purity of his pupils, we have not a word to say. Let him adopt the self-reporting system; he will find that it will answer his purposes admirably; nor will he sacrifice the consistency of his character. But of the honest, faithful, religious teacher, we wish to ask a few simple questions: Why, in the government of adults, have the wisest statesmen of all ages, uniformly rejected the self-reporting system? Have boys more honesty, firmness, moral principle, courage, or conscience than men? Have the teachers of New England just discovered a secret in human government, which the wise men of all ages past have never dreamed of? Then let this wonderful discovery be proclaimed to the world. Let the constabulary force of every state and city be disbanded, and let the newly discovered system of self-reporting be adopted in its stead, by which, on every Saturday night, every citizen will report to the proper officer, how many thefts he has committed, how many customers he has cheated, how many falsehoods he has told, of how much meanness he is conscious, and of how many petty crimes and misdemeanors he has been guilty, during the week. Now the very school-boys of this generation are to be the citizens of the next, and if the self-reporting system is adapted to them now, why will it not be equally adapted to them when they become men? Surely, their principles will then become established, their moral courage confirmed, and they cannot fail to pay their full amount of taxes without assessor or collector, and to make a clean breast of their crimes, without sheriff, justice, judge, or jury. What statesman would not cry shame on the attempt to introduce such a system into civil government? We cannot but suspect that, if its advocates in the school-room did not find it so subservient to their purposes, they would soon begin to learn that it is both dishonest and unjust.

But the great, and, we believe, unanswerable objection to this system, is that it offers a premium for falsehood and dishonesty, an objection which Cicero, a pagan philosopher, presented in an admirable stroke of irony, nearly two thousand years ago.

"Call in your slaves, call in Casca, call in Ruscio."

"Did Clodius waylay Milo?"

"He did."

"Drag them instantly to execution."

"Ah! Ah! He did *not*."

"Let them have their liberty."

"What can be," exclaims the orator, "a more satisfactory mode of examination than this?"

"John, have you violated any rules to-day?" No, replies the little liar. "Excellent boy, I have rewards in store for boys like you."

"James, have *you?*" I have, sir; I cannot lie, says the honest boy; and his reward is the ferule or the rod.

Let not a Christian practise what a pagan scorned.

DIVISION OF LABOR.

It is generally conceded that our fathers did wisely in limiting the studies in our common schools to the few fundamental branches. It was wise in their times; and it may well be doubted whether the introduction of other branches in our times is productive of more good than evil. Certainly the proper limit is now transcended; and those fundamental branches are crowded from their proper place: else why is it that, with all the modern improvements in the means of education, we witness such gross deficiencies in those primary studies?

It does not appear that the human mind is more capable now than it was two centuries ago. It required time to act then; and now it cannot dispense with time in attaining to excellence in any department of study. It is in vain to expect school children, in the limited time of their school days, to attain to excellence even in the necessary branches, if their attention be much diverted to other studies. Teachers must have observed the gradual diminution of the school days of their pupils. Their boys leap suddenly into young men, no longer to submit to "tutors and governors;" and their girls with equal facility "come out" at "sweet sixteen." What they have to do therefore must be done quickly, if at all, for a large portion of their scholars. Teachers need to know all the modern improvements in their profession, and to apply vigorously such labor-saving expedients as are accessible to them. We might expect however that, even under these discouragements, with the higher qualifications of teachers, and the increased facilities for imparting instruction, the regular attendants upon school should be perfected in the fundamental and some additional studies.

We are led to conclude not only that too many studies are permitted to divide the attention of scholars, but also that perfection in teaching is not yet generally attained. Is there as

much inventive power exerted among teachers as in other professions to devise improved and labor-saving methods of enhancing their usefulness? True, no speed in teaching can avail beyond the scholar's ability to learn. But that ability may be increased by favorable appliances; and teachers are responsible to their pupils for the best of those appliances.

We have often wondered why the principle of division of labor is not more extensively applied in schools where the number of teachers admits of its application. So far as our observation extends, teachers dislike the monotony of teaching one or two branches exclusively; each prefers to teach in the whole round of studies. It would seem, however, that if the practice were different, better results would be witnessed. Though the monotony should be tedious to the teacher, that should not be allowed to stand in the way of the pupil's progress. But it is believed that a teacher who is sufficiently zealous in his work, would experience no such tediousness. The delight of such a teacher is the rapid improvement of his scholars, and while he can behold that, he will not think of his own sacrifices.

This principle is especially applicable in the department of writing. Great skill in writing and in teaching penmanship is not much dependent upon accurate knowledge in the other school studies. Writing is to a great degree a manual exercise; and skill in it must be acquired by practice. But that practice under the direction of a skilful and faithful teacher, who teaches in that department only, must be more successful than under teachers whose attention is mainly devoted to other and entirely different subjects.

Writing is very justly esteemed one of the fundamental branches of common school education; and its relative importance is perhaps increasing from year to year. Not only does ordinary business demand a fair, legible hand, but the multiplied correspondence induced by cheap postage, demands a rapid and elegant hand; and the prolific brain in the literary world requires ability to seize and record the evanescent thoughts as they fly.

The fact that some of our recent legislative records require re-writing to render them worth preserving, is no more creditable to our schools than to the political parties that elevate ignorance to responsible station.

Evidently something more efficient is necessary to meet this increasing demand upon our schools, not only in the department of writing, but in all departments; and what promises so much, and can be so easily adopted, as the assigning of each branch of education to its particular teachers? Our colleges and the highest order of schools have ever been conducted upon this plan; and we are persuaded that, where it is practicable, its adoption would be equally advantageous in our common schools. R.

NEW PUBLICATION.

TREATISE ON AXE-HANDLES: BY ZEDEKIAH CRANE.

THE writer of this article, in the onset, wishes frankly to say that not having had his usual amount of fees allowed him for pledging himself to puff the above work, he feels himself under no obligations to give it more than a passing notice. If people now-a-days want their books noticed, they must pay; for we professional puffers assure them that we graduate the amount of "sodder" by the amount of "tin" we get for it. Having premised thus much, we proceed, professionally, to notice the treatise mentioned as above.

We live in an age of progress. Scarcely a week passes but some new luminary in science or art rises above our horizon. The press teems with new books, and every new book teems with new thoughts, and every new thought gives a fresh impetus to the progress of the age. Prof. Grimes, for instance, it is currently reported, has discovered a new definition to a straight line, and is forthwith to write a Geometry, to be followed by a whole series of mathematical works, to be followed by countless reams of puffs, to be followed by an army of agents, to be followed by countless petitions of teachers in favor of the introduction of these works into schools, and finally to be followed by the countless complaints of these very teachers, and the introduction of the more recent works of Prof. Higgins, who has proved that the old definition of a straight line is better than Grimes's, and has made great improvements in the mode of working the division of Decimal Fractions. And so the world is progressing. Every subject almost has a treatise written upon it, and if a man is ignorant in these times, it is because he will not read the books.

But of all the works published during the last half century, perhaps none will compare, for originality and depth of thought, with that of Zedekiah Crane on Axe-handles. The author, having for many years been a practical teacher, and being a son of the celebrated Ichabod Crane, is admirably qualified to undertake the task of reducing to a system so crooked a thing as an axe-handle. It is not too much to say, that he has met with entire success. The most difficult and irregular curves and crooks in the thing, have been clearly defined and named, and he has produced a work which will find access into every school in every civilized community. Read his lucid discussion of the big end of the axe-handle, page 219:—

"Q. What is the name of the curve D? (Referring to a figure.)

"A. It is the epicycloidal curve, which, if not made mathematically true, allows the hand to slip, and horrid consequences to follow.

"Q. What should be the section of the big end of the handle?

"A. A sub-elliptical oval, the only shape with which a fellow can chop with any kind of comfort."

But I have quoted enough. The book is bound to make a stir; to reform the whole science of wood-chopping; to affect all agricultural pursuits; to save great waste in lumber; to make fuel cheap; to do away with saws and saw-horses; to be introduced into schools, as aforesaid; to employ an army of agents; to make easy and agreeable the abstruse subject of wood-chopping; and, in general, to advance the welfare of mankind. Indeed it is difficult to conceive how our forefathers, ignorant as they were of scientific principles, ever learned to chop wood.

Allow me to urge every friend of education to aid in the circulation of this excellent treatise.

Published by the firm of Snubbs & Wiggins; 8vo, pp. 408.

PUFF.

P. S.—This treatise is to be followed by sundry others upon the Hoe-handle, the Shovel, and other practical subjects, all forming an invaluable library for any person intending to follow agricultural pursuits. Indeed the day cannot be far distant when a book shall be written on every possible subject, and all these books introduced into our schools. What a glorious time that will be for teachers!

BRICKS.

PASSING along a somewhat worn sidewalk in one of our cities a few days since, I amused myself with noticing and comparing the different aspects and conditions of the bricks which are so daily swept by the ceaseless tread of the thoughtless multitude. There they lay in hopeless helplessness, by thousands, side by side: — the dark and vitrified, the ruddy and cheerful looking, the pale and soft, supporters, by daylight and darkness, of the misery, the want, the pride, the crime and the purity, that flit across their faces. Some appeared to be little worn by their hard and downtrodden situation. With forms of iron, they have endured the rain, the snow, the frost, the dust and the sun, for perhaps a quarter of a century, and by all these rough contacts have only become the smoother and more serviceable

in upholding the public good. Others show the marks of time and attrition more distinctly, and their originally smooth and unfurrowed visages betray to a greater extent, the hard lot which has fallen upon their once tender and yielding forms. Another class seems to have fared much worse than the last, and by their cracked and crumbling corners and cavernous faces, give unmistakable indications that the places which now know them will soon know them no more.

It has occurred to me more than once since this passing notice given to the hardened clay beneath, that in many respects, man may not inaptly be compared to these brethren of common origin and destiny upon which he tramples. Like them he is a worn and wasting creature, subject to the accidents of wind, and storm, and frost, which relax and contract his powers of body, and at length break them. Like them he is trodden under foot thoughtlessly, and endures passively.

Sometimes, like the hard brick, he becomes polished, but not broken by the usage he receives; — sometimes, like the soft one, he is eaten up by care, and literally "worn hollow" by the passage of the world over his body and spirit. Friends desert him. Relations sink into the grave, and he misses the support of kindred blood. Riches crumble beneath his grasp like the apples of the Dead Sea, and bitter dust alone remains. The anchor of hope hardly holds bottom, and his prospects are shrouded in gloom.

What then? Are bricks of no use? and is man a useless mistake, an imputation upon creative wisdom? Far otherwise. He may be, in the "good time coming," he will be, "a perfect brick;" not occupying his present lowly position, but crowning some turret of virtue, or built into some wall of unassailable moral beauty, worthy the admiration of passing seraphs, who shall, as they recall the lowly elements of his original station, wonder at the cunning hand that has wrought such striking results.

OMEGA.

READING IN SCHOOLS AND AT THE FIRESIDE.

THE thought must have occurred to one in the least degree familiar with the mechanical, humdrum method of teaching reading in our common schools and academies, that a reform is imperatively called for. It is the office of the school to teach not only the meaning of the punctuation marks, the proper inflections and intonations, the distinct enunciation and correct emphasis of words, and the blending of all these into a clear,

forcible style of reading, but to form, in some manner, a literary taste; to turn the attention of the scholar to the beauty of thought as well as to its outward form, and to implant in the young mind right principles. These two purposes of reading should never be separated in the mind of the teacher, and class books should be arranged with this in view. While this is true in the earliest stages of the child's progress in the art of reading, it is many fold more important as the mind advances in culture and maturity. If the reading exercise is dull and monotonous; if it does not call out some thoughts, and awaken some interest in the scholar, it soon becomes a formality to be gone through with — a task to be performed, and fails to educate the mind, or even to cultivate the vocal organs. When a mind is thoroughly imbued with a thought; when it catches the inspiration of a truth, there is no hesitation as to how the thought should be expressed; it *will* express itself truthfully and well. We regard it as self-evident, that when the scholar has been roused to activity; been made to feel that he has a direct individual interest in the subject matter of his reading — an immediate benefit to derive from it — the great point in good reading has been gained. We do not intend to say that no rhetorical rules are necessary; but only that a knowledge of these alone will never make one an effective, polished reader.

Another consideration is here worthy of notice. Before the scholar leaves the school for the active duties of life, a literary taste must, as a general rule, be formed, and its character determined. If the teaching has been such as to lead the mind to appreciate the beauties of sound thinking and good writing, it will hereafter seek for companionship with the best authors, and will go on to educate itself. If, on the contrary, no correct taste has been acquired, books are thrown aside as a weariness, and with the close of school days terminates all intellectual effort — all literary spirit. Physiologists tell us that coloring matter mixed with the food of an animal, will diffuse itself throughout the whole system, and give its tint even to the bones. So with reading — the mental aliment. It gives color to the very constitution of mind — hue and complexion to thought, and leaves its traces in the intellectual, moral, and social life. What the scholar reads in school and elsewhere, and how he reads, are matters which involve weighty consequences.

Two serious difficulties are in the way of the proper elevation of the standard of reading in our schools. The first is the incapacity — the want of refined taste and that culture which an extensive and thorough reading of the best authors can alone give — of the great mass of teachers; the second, the imperfection of the Readers made use of. Like instructors, like

pupils. The pedagogue whose thoughts never range beyond the covers of his text-books; whose clumsy hands never remove the husk which covers the living germ of truth; whose eye cannot see, and whose mind cannot appreciate the principles which underlie all science — cannot teach anything rightly, much less can he form the young mind to correct habits of thought, and lead it to the pleasant vales and mountain heights of literature. Again, a teacher of cultivation and taste can do comparatively little unless he can place in the hands of his scholars such reading as is calculated to elevate and refine, and placing himself on a level with them, discover for them the beauties of thought, and hold them up to admiration.

Hitherto there has not been, to our knowledge, a Reading Book for advanced scholars, which approximated in any considerable degree to this standard. But we bring tidings of emancipation from the old, ink-stained, thumb-marked, twentieth-time-read-over School Reader. The title of the book to which we refer is given below.* It is composed of selections from the more prominent English authors of the nineteenth century, comprising extracts from the political, theological, ethical, poetical and literary productions of more than one hundred men and women of celebrity. The author prefaces each selection with a brief biographical sketch of the writer, and, to use his own language, says, "I have endeavored to represent the views and feelings of every author inserted, fairly and honestly: and where any one has shown that his heart was particularly and deeply interested in any one great subject, I have felt it my duty, without fear or favor, to let his views on that subject appear." By this method, we are made familiar with the peculiar characteristics of the individuals, and the scope and tendency of their writings, and the reader will be induced by the perusal of these extracts to extend his researches farther, and to make himself more intimately acquainted with the authors thus properly introduced to his notice. * * *

We commend the volume of selections to the notice of every one who is interested in promoting intellectual and social culture, believing that its influence will be most happy. — *The Country Gentleman.*

To say little and perform much is the characteristic of a great mind.

* ENGLISH LITERATURE OF THE NINETEENTH CENTURY: Designed for Colleges and Advanced Classes in Schools, as well as for Private Reading. By Charles D. Cleveland. E. C. & J. Biddle, Philadelphia: C. M. Saxton, N. Y.

EDUCATION IN THE UNITED STATES.

For the free instruction of the people, therefore, there are in the whole United States, in round numbers, 60,000 schools, which are supported at an annual expense of something less than six millions of dollars, of which sum more than half is expended by the two States of New York and Massachusetts. In this survey of the common school facts of the different States, we find little cause for boasting, though much for hope. For, though nearly every State in the Union has *recognized* its duty to see that no child within its borders grows up in ignorance, yet only a few of the States have taken up the subject of universal education with anything like the earnestness which its importance demands. Teachers generally are ill paid, and *hence*, ill qualified; and it is a startling fact, that the people of the United States pay quite half as much every year for the support of their dogs as they do for the education of their children. A well-informed man is still a rarity, and multitudes of the people "spell character with a k," and are ready to affirm, that "oats is cheaper than they was last year."—*Home Journal.*

TO THE EDITORS OF THE "MASSACHUSETTS TEACHER."

In the abstract of "Proceedings of the Massachusetts Teachers' Association," at its late meeting, published in the January No. of the "Teacher," I see my name erroneously set down in the list of those speakers who opposed "the Self-Reporting System of School Discipline," or doubted its general applicability, as an instrumentality in school government.

I do not suppose that I was misunderstood by the members of the Association, present at the discussion, and should not deem the inaccuracy in your report injurious, were there not, as I judge, essential principles of school philosophy and discipline involved in that discussion; regarding which, I neither desire to be neutral in opinion, nor to withhold my influence, however slight it may be, from those which should be adopted as rules of action.

I will not echo the sentiments of Mr. Mansfield's "Prize Essay," but will merely add that, although as a teacher I have often tested the fidelity of my pupils in self-scrutiny and self-

condemnation, yet I have never done so, systematically and continuously, upon "the Self-Reporting System," before the present season.

Believing that the majority of children are truthful, and that, therefore, this instrumentality would be reliable, and that much good might result from its operation, immediately on my return from Boston, I introduced it into the "West Grammar School," in this place, applying it to the restraint of whispering, and the various telegraphic modes of communication, at which scholars are usually ready operators.

I annex a statement of the result, as recorded during a period of six weeks. Of one hundred and sixty-one different scholars composing the school, sixty-five have communicated in some one of the various modes, while ninety-six have wholly abstained. Among those who have communicated, there has been great disparity; some having done so but once or twice, and by sign only, while those most culpable have offended ten times. The aggregate number of instances of communication is two hundred and four. The school has been kept fifty half days, during the period comprehended in this report, giving an average of four cases each school session. The pupils are of different ages, from eight to seventeen. Of those self-condemned only eleven are girls. The number of girls in the school is about equal to that of the boys. At first I inflicted no punishment on those self-convicted of communicating; subsequently I have punished the repetition of the offence by detention, and by public and private reproof.

It may be asked, Are these statistics reliable? Are you not in doubt regarding the veracity of your scholars? My answer to these queries, may be inferred from the fact, that, with the aid of three assistant teachers, I have dicovered two, and only two, instances of falsehood in the reports, and one of the scholars guilty, has been, is now, and we fear ever will be notoriously mendacious; and even he has repeatedly pleaded guilty to the charge of communicating.

Previous to the introduction of "the Self-Reporting System," I addressed a serious appeal to the moral sense of my pupils, setting forth, by Scriptural reference and otherwise, the deep sin of falsehood, as well as its meanness. I have repeated the lesson whenever the propitious occasion has presented itself, and I must conclude from the sequel, that their hearts are right in this behalf. I have never condemned any scholar on suspicion. In judicial proceedings between man and man, we presume every one to be innocent, until proved guilty; but there are teachers who, reversing the legal maxim, presume guilt and require proof of innocence. I desire neither to be the Fouché nor the Draco of the school-room. By distrust,

children are made treacherous; by harshness, brutal. Those teachers who are most deceived by their pupils, may have sowed the seed of the tares they reap.

JAMES M. BUNKER.

Nantucket, Jan. 21, 1854.

For the Massachusetts Teacher.

WHEN an earnest and faithful member of our profession, one who has exerted an unusual influence in advancing the cause of education, by the high purpose, the noble spirit of self-sacrifice, and the habit of independent thinking which he has infused into the many teachers whom he has prepared for the duties of their employment,—when such a man is obliged to leave the field, and particularly when he is driven to that step by having sacrificed his health in his arduous endeavors faithfully to serve the public, it is highly proper that some notice be taken of it by the organ of the profession in the locality where he labored.

In September, 1840, the State Normal School, at Bridgewater, was opened under the auspices of the Board of Education, with Nicholas Tillinghast as its Principal. At that time, there was in the community much opposition to the system of Normal Schools, and Mr. Tillinghast encountered a full share of it. But he had counted the cost before beginning the work, and quietly, unostentatiously, though resolutely and diligently, he worked on. He labored under many disadvantages. Many of those who were admitted into his school were but poorly prepared, and many were not naturally adapted to the business of teaching; and whenever one of them failed in an attempt to teach, though the person might not have been his pupil more than two or three months, yet every such failure was, by the opponents of the system, used as an argument against the school. Still he worked on, possessing, in the consciousness of having done his duty, a far nobler reward than the praises of men. With the exception of fourteen weeks of ill health, he discharged the duties of his very responsible situation from the opening of the school to July, 1853, when his health entirely gave way, and he found it impossible to continue his labors. His resignation, however, was only accepted by the Board conditionally.

Mr. Tillinghast is not only a devoted teacher fully realizing the very solemn responsibility of the employment, but he is eminently successful in training the intellectual powers of his pupils. A hard student, a thorough and accurate scholar himself, he never was satisfied with anything short of close application and accurate scholarship in them. For every statement

made in a recitation, he insisted upon a sound and sufficient reason. His modes of teaching, though he made very little noise about them, were philosophical, and always based upon principles, and not, as it too often happens, upon arbitrary rules. He possessed immense power in the awakening of thought in his pupils, and in making them stand on their own feet. His influence upon the character of our public instruction has been very great, for we find his methods of teaching adopted in very many of the best public schools, although the teacher is frequently not aware of the source from which the methods he uses were obtained.

It is the earnest wish of all who know and appreciate him, that he may again be able to take some important post in the educational field in our State; but even if his career as a teacher should be already closed, judging from what he has accomplished, it will have been a long one.

At the close of his connection with the school at Bridgewater, his pupils past and present made up for him a handsome purse to be used in travelling for his health, and he has complied with the wish thus expressed, by taking up his residence for the winter in Florida. E.

PLYMOUTH CO. TEACHERS' ASSOCIATION.

This Association held its Eighth Semiannual Meeting at East Abington, Friday and Saturday, Dec. 16th and 17th, the President, Mr. Lewis E. Noyes, of Abington, presiding.

The meeting was opened with prayer by Rev. H. D. Walker, of East Abington.

The forenoon session of Friday was principally devoted to business.

The following gentlemen were chosen as officers for the ensuing year:

For President—Mr. F. Crosby, of Plymouth.

Vice Presidents—Messrs. M. P. McLauthlin, Rev. H. D. Walker, and Rev. E. P. Dyer.

Executive Committee—Messrs. L. E. Noyes, J. W. P. Jenks, M. Conant, E. P. Bates.

A Committee on Criticism was appointed, consisting of Messrs. Hewitt, Sheldon, Edwards and Collamore, and Misses Bailey and Jacobs.

The subject for discussion, as announced by Mr. Edwards, was—The Self-reporting System for Misdemeanors in School.

This was discussed by Messrs. Edwards and Barrell, in favor of, and Messrs. Jenks, ——, Reed, Bates, (of North Bridgewater,) and Crosby, against this system.

The principal arguments in the affirmative were: It will afford opportunities for inculcating moral principles—it will assist the scholars in forming habits of truth-telling; (and practice is needed in this, as well as in every other habit,)—it will form in the scholars the habit of watching their own conduct and actions, and in the end make better men and women of them—if the teacher does not trust his scholars, they will not trust him, &c. Those who argued on this side, claimed that this system should be used in connection with other modes of government, and not be depended upon alone; and that it should be used not for the sake of discipline, but on account of its moral effect.

On the other hand, it was argued — that there are always some scholars who will take advantage of anything of this kind —that some have no moral culture at home, and would even prefer to lie rather than speak the truth—merchants might as well adopt the self-reporting system of accounts; and if men cannot be trusted, how shall children be?—that, as "eternal vigilance is the price of liberty," so eternal watchfulness is the price of good school discipline — it will teach the young to be honest as far as convenient, and otherwise, dishonest — that the honest, who report their misdemeanors, will be punished; but the dishonest, who are doubly to blame, go unpunished—nothing gained by this system, except to give the scholars opportunities to lie — it takes away too much of the teacher's authority— we cannot take children "as young angels, and trust them as such," &c.

The speakers on each side argued principally from their own experience.

At the commencement of the evening session of Friday, and of the two sessions on Saturday, the Committee on Criticism made their reports, which often elicited animated and witty replies.

A lecture was delivered before the Association on Friday evening, by E. A. Beaman, Esq., of Boston. Subject—Adaptation in the Development of Mind. The lecturer argued from analogy between the mind and the body, that knowledge should not be assigned to the young as a *task*, but only as their minds craved it — that the acquisition of knowledge should be the means, not the end—and, hence, that our present system of education is wrong.

A Committee to take into consideration the surplus in the Treasury, was appointed — Messrs. Jenks, Cornish and Hewitt — who reported that it was best "to put it at interest as a fund for future exigencies that might occur;" which report was adopted.

Lecture on Saturday, A. M., by R. Edwards, Esq., on "Commerce." This most excellent address has been before deliv-

cred, and full reports of it have appeared in the papers. The main idea, that the commerce of a place depends upon its physical character, was ably demonstrated. The illustrations were to the point, and showed that the lecturer possessed not only a "schoolmaster's, but also a statesman's knowledge of politics and scientific geography."

After this lecture, the lecture of the previous evening was discussed, by Messrs. Reed and Bates, of Abington, in opposition to the lecturer; and Mr. Crosby, of Plymouth, in support of him.

It was argued on the one hand, that there was not that analogy between the body and the mind that the lecturer had claimed — that they were of entirely different natures — that the analogical, is not a logical mode of argument in introducing a new theory; that "tasks" are *essential* to *discipline;* and that many of the lecturer's conclusions were indefinite and incorrect.

On the other hand, it was argued, "that there were some good things in the lecture, and that some of the statements made did not mean what they seemed to at first."

Saturday, P. M.—Mr. Conant, of the Bridgewater Normal School, delivered a very interesting and instructive extemporaneous address on the means of making the life of the teacher agreeable — unlike "old sermons." It was said, the teacher must "have faith"—must take large views of other subjects than those immediately connected with the school — must not let his peculiarities be so marked that any one may say "there goes the schoolmaster"— must be well read in the history of common studies — that if this advice is followed many a demon will flee away — that we must not depend on one system alone — each mind is an original — by matching different minds, we find a rich combination of which we never shall weary — this is new life every day — every day we shall find less and less difficulty— every teacher must have a different way of his own, or else he is not true to himself — a teacher really earnest will not mistake the right way. Mr. Conant closed with a few remarks showing the necessity of female teachers; saying that the strength of mind was the same in both sexes, and that the superior in either is the effect of culture — referring to Mrs. Somerville as a lady "who enriches everything she touches."

Mr. C. gave some interesting accounts of his own experience, and showed conclusively, that as far as he was concerned, (to use his own language,) "the teacher's life and joys are new every morning, and fresh every evening."

A committee of one from each town in the county, was chosen to ascertain the number of teachers present from each town; and their report showed that there were 112 present. From

East Bridgewater 2, Duxbury 3, Kingston 5, North Bridgewater 4, Hingham 3, Abington 20, South Scituate 6, Marshfield 5, Hanover 8, Hanson 4, Pembroke 3, West Bridgewater 1, Bridgewater, (including members of the Normal School,) 37, Middleboro' 5, Halifax 1, Plymouth 4, Scituate 1.

The Committee on Resolutions reported the following, which were adopted by the Association.

Resolved, That the warmest thanks of the Association be presented to the Local Committee, and to the people generally, for the hospitable reception and entertainment we have experienced at their hands — leaving nothing, in fact, undone, and more than doing all. Also, to the proprietors of the church, for the use of the same so kindly afforded us.

Resolved, That our thanks are due E. A. Beaman, Esq., for the instance afforded on Friday evening, of devotion to ideas, in whose advocacy we can but believe him honest, as we know him to be earnest; although we must at the same time firmly dissent from the same. Also, to R. S. Edwards and Marshall Conant, Esqs., for their very instructive and valuable addresses.

Resolved, That our extemporaneous Quartette Club, (Messrs. Barrell, Ford, Mayhew and Packard,) merit our thanks for the cheering song furnished by them.

Resolved, That our sincere thanks be given to L. E. Noyes, Esq., for the acceptable manner in which he has discharged the responsible duties of the Presidency of our Association during the present year.

The exercises of the meeting were closed with prayer by Rev. H. D. Walker, and with the singing of "Old Hundred."

The meetings were held at Manamooskeagin Hall, with the exception of the lecture on Friday evening, which was delivered in the Rev. Mr. Walker's church.

This was one of the most interesting meetings the Association has ever had. Animation pervaded all the exercises; and without doubt all the teachers present went home to their arduous labors with refreshed strength and new interest.

The next meeting will be held the second Friday and Saturday of June, 1854, at a place hereafter to be announced.

EDWARD P. BATES,

Secretary pro tem.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

ELEVENTH SEMIANNUAL SESSION.

Quincy, Dec. 22, 1853.

THE Association met at the Town Hall, this morning, at half-past 10 o'clock, and was called to order by D. B. Hagar, of Jamaica Plain, President.

Prayer was offered by the Rev. Mr. Clarke, of Quincy.

The President then read a brief address on the subject of Teachers' Associations.

At eleven o'clock H. Willey, Esq., of Braintree, addressed the Association in a lecture on the "Hindrances to successful Teaching."

At the close of the lecture, which was listened to with deep interest, Messrs. Kneeland, of Dorchester, and Smith, of Cambridge, remarked upon the subject of the same.

Voted to adjourn till 2, P. M.

AFTERNOON SESSION.

The Association reassembled at 2, P. M., for discussion. Subject — "The Means of keeping Scholars constantly occupied during School Hours."

Mr. Snow, of Dorchester, opened the discussion, and, among other things, suggested map-drawing as useful and interesting employment for the spare moments of pupils.

Mr. Wellington, of Quincy, advised an appeal to the scholar's desire to be useful, and, by this means, to awaken the spirit of industry. The fear of punishment he reserved for the perversely idle.

Mr. Woodbury, of Dorchester, would give scholars so much to do they would have no time to be idle.

Mr. Wheeler, of Quincy, thought it was none too early to contrive some way for keeping pupils employed, if it could be done without burdening the already overloaded teachers with new duties. He did not see where they would find time or health for many more kinds of school work.

Mr. Hagar recommended scientific reading for students whose abilities enable them to get their lessons in less time than their classmates. He thought industry would be promoted by having the times for all the exercises of the school fixed.

Mr. Kneeland explained his plan of arranging his classes in a certain order which he followed, without, however, regarding the hours at which the recitations begin and close. By this system he could spend more or less time with a class according to the demands of the subject under consideration, and thus awaken interest in the lessons and promote industry.

The discussion was continued by Rev. Mr. Clarke, Messrs. Gage, of Jamaica Plain, Slafter and Stevens, of Dedham.

Adjourned till 7, P. M.

EVENING SESSION.

At seven o'clock, Mr. Smith, of Cambridge High School, read a lecture on "The Study of the Classics."

The lecture was an earnest appeal in behalf of the old English authors, who are so apt to be neglected for the popular fictions of the day.

The subject of the lecture was discussed by Messrs. Smith, Morton, and Thayer, of Quincy.

FRIDAY MORNING.

At nine o'clock the subject of "Mental Arithmetic" was discussed.

Mr. Weston, of Roxbury, gave some explanations of mental operations in computing interest. Mr. Metcalf, of West Roxbury, gave a method simplifying and abbreviating the work of casting interest.

Mr. Kneeland gave an account of a man who complained that his son could solve arithmetical questions mentally which he could not with slate and pencil. He also showed the economy of mental processes.

Mr. Richardson, of Dedham, thought that scholars ought not to have the book before them in recitation. Their habits of attention may be cultivated by obliging them to remember questions of considerable difficulty as given out by the teacher.

Mr. Hagar suggested a method of abbreviating the computation of interest.

At eleven o'clock the Rev. Mr. Chaplin, of West Dedham, delivered a lecture on "The particular Aim of the Common School." The lecturer treated his subject with a nice discrimination of what is, and what is not, the business of the school-room. We believe that our Association has seldom been permitted to listen to a more able and instructive address.

Adjourned till 2, P. M.

AFTERNOON SESSION.

The Association assembled after dinner, and, after some brief speeches on the social duties of teachers, Mr. Kneeland, of Dorchester, submitted to the meeting the following motion, which was enthusiastically adopted.

Voted, That the thanks of this Association be presented to those gentlemen who have lectured before us on this occasion, for the instruction they have so eloquently offered us; to the

inhabitants of the Centre District of Quincy for their generous hospitality; to the committee of arrangements for their excellent provisions for our comfort; and to the gentlemanly proprietor of the Hancock House for the accommodations he has afforded us.

The Association then adjourned.

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The arguments used in support of this resolution are too many and too familiar, at the present day, to be reported here. Mr. Leach gave very many facts from his own extensive observation, showing the superiority of those schools under the new system over the others, and the entire satisfaction of those who at first opposed the change.

J. B. Tallman, Esq., of Rhode Island, a county inspector of Schools, in his own happy manner, threw light upon the subject. Messrs. S. C. Dillingham, of Sandwich, Tripp, of Hyannis, Wilder, Brooks and Sproat, of Harwich, Dickinson and Atwood, of Chatham, continued the discussion in the afternoon. A committee was chosen to secure the agitation of the subject in the different towns of the Cape, and its discussion in the county papers. It was voted to lay the resolution on the table for future consideration.

Rev. N. S. Dickinson, of Chatham, then delivered to a large audience a very excellent lecture on the "Importance of Good Manners," entering very fully into the subject, and showing the importance of doing right things in the right way.

Notwithstanding a very rainy evening, a goodly number were present at this session. J. B. Tallman, Esq., gave a very eloquent and appropriate lecture on "Human progress and discoveries since the Middle Ages;" which was listened to with marked attention.

Mr. Brooks then introduced the following resolution:

Resolved, That greater care should be taken by parents that their children acquire early the habit of *reading at home;* and the best means usually afforded for acquiring this habit is the Sabbath School Library.

The resolution in all its bearings was very fully discussed by Messrs. Willey, Wilder, Tallman and Atwood, and was adopted.

The Association convened Saturday morning, at half-past 9. Mr. Tallman occupied an hour with very excellent remarks to teachers, giving many practical hints, drawn mostly from his own experience, on governing schools.

Rev. Mr. Wilder offered the following:

Resolved, That the interest of parents and guardians in the prosperity of our schools, would be promoted by levying a portion of the expense of the school on the scholars, as a condition of their enjoying the advantages of the public fund.

Much animated discussion arose upon this resolution. Messrs. Wilder and Tripp adduced many examples to show that the interest taken by parents in the education of their children, was in proportion to the money it cost them. Mr. Tallman and others, entirely dissented from such premises. Mr. Tripp had allowed that good scholars were made by good mothers. Now, if a dollar or two, said Mr. Tallman, will make good mothers, your principle is the true one. Facts were against it. The very best schools among us were those that were entirely free.

The resolution was lost.

The thanks of the Association were voted to D. Leach, Esq., Agent of the Board of Education, for his very important aid during the session; to J. B. Tallman, Esq., for his very interesting lecture and remarks; to the Citizens of Harwich, for their hospitality; and to Sidney Brooks, for the use of his rooms for the meetings.

Voted, That the proceedings of the Convention be published in the county papers and the Massachusetts Teacher.

Adjourned *sine die*.

SIDNEY BROOKS, *Secretary*.

BOYS.

BOYS should be admonished by teachers to beware of the following description of company, if they would avoid becoming like those with whom they associate:

1. Those who ridicule their parents or disobey their commands.
2. Those who profane the Sabbath or scoff at religion.
3. Those who use profane or filthy language.
4. Those who are unfaithful, play truant and waste their time in idleness.
5. Those who are of a quarrelsome temper, and who are apt to get into difficulties with others.
6. Those who are addicted to lying and stealing.
7. Those who take pleasure in tormenting animals and insects.

[For the Massachusetts Teacher.]

MIDDLESEX COUNTY TEACHERS' CONVENTION.

PURSUANT to a call of the Committee appointed at an informal meeting of Middlesex Teachers, held in Boston, the 23d Nov. 1853, a highly respectable number of the Teachers of the County, assembled, the 30th of Dec., in the City Hall, Charlestown.

The Convention was called to order at 11½, A. M., by C. C. Chase, Esq., of Lowell, and organized by the choice of A. M. Gay, Esq., of Charlestown, as Chairman, and Elbridge Smith, Esq., of Cambridge, as Secretary.

Whereupon it was moved by C. C. Chase, Esq., That we resolve ourselves into a "Middlesex County Teachers' Association," which passed unanimously. On motion of L. P. Frost, Esq., of Waltham, the gentlemen, whose names were appended to the Circular calling the Convention, were appointed a committee to draft a Constitution. A committee was also chosen to prepare resolutions for the discussion of the Association.

The Convention then adjourned to 2, P. M.

The Convention having reassembled agreeably to adjournment, the committee to prepare a Constitution reported through its Chairman. On motion of L. P. Frost, Esq., the report was accepted and the Constitution adopted.

On motion of J. W. Hunt, of Newton, a Committee, consisting of Messrs. Frost, of Waltham, Smith and D. Mansfield, of Cambridge, Chase, of Lowell, and J. Swan, of Charlestown, was appointed by the Chair, to nominate officers for the ensuing year.

The committee, after consultation, submitted the following nomination, which was adopted.

President, A. M. Gay, of Charlestown.

Vice Presidents, J. P. Fiske, of Lowell; A. B. Magoun, of Cambridge; Daniel French, of Waltham; Charles E. Hovey, of Framingham; W. A. Stone, of Woburn.

Secretary, J. W. Hunt, of Newton Centre.

Treasurer, W. H. Ladd, of Cambridge.

Executive Committee, J. Kimball, of Lowell; Charles Hammond, of Groton; Rufus Sawyer, of Medford; L. P. Frost, of Waltham; E. W. Gale, of Malden.

After the choice of officers, the committee on resolutions reported the following, which from the lateness of the hour were laid on the table.

Resolved, That it would benefit the cause of education, to have a Superintendent of Schools appointed in each of the cities and large towns of the State.

Rev. Mr. Wilder offered the following:

Resolved, That the interest of parents and guardians in the prosperity of our schools, would be promoted by levying a portion of the expense of the school on the scholars, as a condition of their enjoying the advantages of the public fund.

Much animated discussion arose upon this resolution. Messrs. Wilder and Tripp adduced many examples to show that the interest taken by parents in the education of their children, was in proportion to the money it cost them. Mr. Tallman and others, entirely dissented from such premises. Mr. Tripp had allowed that good scholars were made by good mothers. Now, if a dollar or two, said Mr. Tallman, will make good mothers, your principle is the true one. Facts were against it. The very best schools among us were those that were entirely free.

The resolution was lost.

The thanks of the Association were voted to D. Leach, Esq., Agent of the Board of Education, for his very important aid during the session; to J. B. Tallman, Esq., for his very interesting lecture and remarks; to the Citizens of Harwich, for their hospitality; and to Sidney Brooks, for the use of his rooms for the meetings.

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After the choice of officers, the committee on resolutions reported the following, which from the lateness of the hour were laid on the table.

Resolved, That it would benefit the cause of education, to have a Superintendent of Schools appointed in each of the cities and large towns of the State.

Resolved, That the government of pupils in our schools should be, as nearly as possible, like that under which they will live when they become adults, in order that as citizens, they may not only be prepared to make laws, but also to yield unqualified obedience to them.

The Association was then favored with some encouraging and highly appropriate remarks from the Secretary of the Board of Education. He thought it truly a ground for encouragement that so many teachers, both ladies and gentlemen, were present at this *first* meeting of the Association from various parts of the County; that it augured well for the educational interests of Middlesex to see so many who had surmounted the obstacles thrown in their way by one of the severest snow storms that had visited us for years. He proceeded to state some of the defects, that he had noticed in similar gatherings, in their business transactions, as for instance, the wasting of time in unimportant matters, to the exclusion of business of greater moment. He would have the Association in its outset, take a high position and retain its true dignity, by giving to all questions that come under their consideration, their *just* weight. By such a course the Association could not fail of doing great good and receiving the meed of public approbation.

The Association then adjourned to 7, P. M.

Agreeably to adjournment, the Association was called to order by the President, and listened to a very interesting and suggestive lecture from the Secretary of the Board, on the "Culture of the Imagination." Every teacher in the County should have heard it, especially in its relation to the teaching of Geography, History, and Reading.

The Association was then adjourned to 9, A. M., of the following morning.

Pursuant to adjournment, the Association was called to order by the President. The proceedings of the previous day having been read, Prof. Agassiz, of Cambridge, was introduced to the audience as the lecturer of the morning. He took as his subject, "Geology, its Relations to the World's History," as illustrated in the formation of the Florida Coral Reefs. After the lecture an animated conference sprung up between the professor and several teachers on points suggested in the address.

On motion of C. Hammond, of Groton, the resolutions were taken from the table, and the discussion of the first in order occupied the remaining part of the day. Messrs. S. W. Wilson, of Charlestown, Hammond, of Groton, J. B. Morse, of Charlestown, Frost, of Waltham, Rufus Sawyer, of Medford, D. B. Hagar, of West Roxbury, Smith, of Cambridge, and J. F. Chase, of Dracut, participated in the debate.

Previous to the final adjournment, J. E. Horr, Esq., of Cambridge, offered the following resolutions, which passed unanimously.

Resolved, That the thanks of this Association are due to the Rev. Dr. Sears, for his eloquent and instructive lecture on the "Cultivation of the Imagination," and to Prof. Agassiz for his very interesting lecture on the Structure of Florida.

Resolved, That the thanks of this Association are also due to the City Government for the *free* use of the City Hall, for our sessions, and to those citizens who so generously received us to their homes.

The Association then closed a very interesting session by adjourning sine die. The next regular meeting will occur in April, 1854, of which due notice will be given by the Executive Committee.

J. W. HUNT, *Secretary.*

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.*
C. J. CAPEN, ... *Dedham.*
} RESIDENT EDITORS. {
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, *W. Newton.*

STATE NORMAL SCHOOL AT FRAMINGHAM.

THE former pupils and special patrons of this institution, as well as the public generally, will be gratified to learn that its long period of wanderings and abode in tabernacles has at length ceased, and that it now enjoys a permanent resting-place.

This institution is said to be the first which has been established in any country, for training female teachers at public charge. It is the oldest Normal School on this continent.

It will be recollected that for several years following their establishment, the Normal Schools of this State were regarded as an *experiment* of a somewhat doubtful character; and, though partly supported by the State and controlled by the State Board of Education, were not properly *State* institutions, until by formal act of the Legislature they were adopted, in 1845.

In order partly to add something to their limited funds and facilities, and partly to test, relatively, the good-will of the people towards the enterprise — the towns were invited by the Board to compete for the possession of the School. Lexington became successful, and the school first drew the breath of life within the walls of the old academy, and on the soil which drank the first patriot blood of the Revolution.

The building was not owned by the Board of Education or the State, but was rented to the school by its proprietors. After

the school had remained in Lexington about five years, increasing numbers of pupils and difficulties respecting enlargement, repairs, rent, &c., made it seem necessary to remove to some other place. A building formerly called "Fuller Academy," mostly gone to decay and for sale at a bargain, was discovered at West Newton, which it was thought might be rendered suitable. Encouraged by the efforts and good-will of some of the prominent men of that village, Rev. Samuel J. May, then Principal of the school, and Hon. Horace Mann, then Secretary of the Board of Education, acting in the name of their associates, purchased the premises for $1500, a sum which Hon. Josiah Quincy, Jr., of Boston, immediately gave, directing the deed to be made to Mr. Mann. A subscription was raised in the village, and $600 given towards fitting up the house and grounds. To these sums the State added about $1800 more, and the school was removed to West Newton. In a few years the house became too small and inconvenient for the purposes of the school, whilst increasing travel in the vicinity, especially on the Worcester Railroad, directly under its windows, made it seem desirable to secure other and more suitable accommodations; besides, the premises occupied were, by the terms of purchase, private property.

An application was made by the Board of Education to the Legislature for an appropriation with which to procure a site and erect new buildings. The sum of $6000 was granted, coupled with the condition that before building, the Board should receive proposals of land or money in aid of the same, from towns within fifteen miles of Boston. The invitations of the Board not having been very promptly responded to, they were further directed to receive proposals from towns within thirty miles from Boston. Competition now became quite brisk — more than twenty propositions were made. The most of these, however, were set aside as wholly ineligible — among them one from West Newton, whose citizens, though they subscribed liberally, committed the unfortunate error of supposing that there was really small danger of the removal of the school — and that they were only called upon to testify their desire to retain it, and their good-will towards it. Lexington, Salem and Framingham, urged their claims respectively, with great zeal. Of the three locations, Framingham, as the most central, was selected. At the same time it was determined to establish a new school in Salem.

Framingham gave nearly five acres of land and $2500, and the Boston and Worcester Railroad Corporation gave $2000.

The preparations for building were begun in March, and the house was dedicated Dec. 15, 1853. The school having by a general levee at their hall, given the people of West Newton a

parting testimony of respect and kind feeling, at the close of the Autumn term reassembled at Framingham, and resumed their customary labors, immediately after the dedication.

The new building is erected on the western slope of a beautiful hill in the very heart of the village, commanding a very extensive prospect, and nearly equally distant from two groves of trees, now the property of the State.

The house is of wood, in the Norman style of architecture, pointed and sanded to resemble freestone, simple and massive. A heavy double arcade occupies the central portion of the front, adding much to the imposing effect of the house. A massive door of oak opens under the lower arcade into a ground entrance hall, lighted by Grecian windows opening upon the arcade. At the right and left are spacious stairways leading to the halls above. Beyond the stairs at the right is a convenient room for philosophical apparatus, and for preparations for experimental lectures in physics, well furnished with pneumatic cistern, soft water, &c. This room opens directly into a spacious lecture-room. On the left of the entrance hall is a recitation-room,—two dressing-rooms, with water from the well and from the cistern, and a range of water-closets. The school-room occupies the largest part of the second or principal story. This is a spacious hall, well lighted by long, grained windows, protected by inside blinds. It is well furnished with a variety of means for ventilation, so that it is expected pure air in abundance will be secured under all circumstances. It has a great supply of "blackboard," &c. There are three platforms: one occupied by a piano; another by a table, for the purpose of consulting reference books; and the centre by the teachers. Just back of the last is a deep recess, on the sides of which are cases for reference books. The desks are double,—of black walnut, with bronze standard,—on the whole, perhaps, as graceful and elegant desks as have ever been made. On the front side of the hall, a door opens into a small room, to be used as a cabinet for minerals, &c.; and at the opposite corner is a similar room, fitted up with cases of black walnut, large table, &c., for a library. Between these two rooms, separated from them by passages, with doors opening into these passages, and also directly upon the central platform in the hall, is the Principal's room. This is lighted by Grecian windows, opening upon the second story of the spacious arcade, and affording a view of the whole valley. This room is so situated and planned, as to be easily accessible from every part of the house. Directly above this suite of rooms, is a large recitation-room and a room nearly filled by a huge rain-water cistern, holding about 3600 gallons, which supplies the water-closets, sink, apparatus-room, &c., with water. There is a forcing-pump connected with this, by

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means of which a supply of water can be secured in a dry time. The building is about sixty feet square, exclusive of the arcade. It is the intention to ornament the grounds extensively with trees, shrubs, &c.

The DEDICATION took place on Thursday, Dec. 15, 1853, at 10 o'clock, A. M. The hall was densely crowded, and many were compelled to go away for want of room. The exercises commenced by the singing of an ode by the school. Hon. Judge Kinnicutt, chairman of the Board of Visitors, then made an appropriate opening address. Selections from the Scriptures were read, and prayer was offered by Rev. Dr. Vinton; after singing, the dedicatory address was made by Geo. B. Emerson, Esq., an original hymn by Miss Caroline G. Greeley, a member of the school, was sung, and Rev. Dr. Davis offered the prayer of dedication.

These gentlemen are all of them members of the Board of Education. Short addresses were then made by His Excellency Governor Clifford, chairman of the Board; Rev. Dr. Sears, the Secretary; and by Rev. Mr. Northrop, of Framingham, on the part of the citizens of that place.

After these exercises, at the invitation of citizens of the town, the Board and their guests adjourned to the Town Hall, where an entertainment had been prepared: Hon. C. F. Train presided. Speeches, characterized by good sense, and a profusion of wit, were made by Governor Clifford; Rev. President Walker, of Harvard University; Hon. Thomas G. Cary, late chairman of the State Educational Committee; Prof. Wm. Rogers, the distinguished geologist of Virginia; Dr. Sears; Hon. Lorenzo Sabine, late member of Congress; Rev. Mr. Peirce and Rev. Mr. May, former Principals of the school; Rev. Dr. Edward Beecher; Mr. Geo. B. Emerson; Rev. Dr. Gilbert; Prof. Agassiz; Hon. Judge Hopkinson, President of the Boston and Worcester Railroad Corporation; Rev. Mr. Tarbox, Secretary of the American Educational Society; Rev. Mr. Cutting; Hon. Isaac Davis—and others. Rarely has any occasion brought together so large a company of gentlemen distinguished for their literary and scientific character.

The institution, settled at last in a home of its own, and surrounded with accommodations somewhat worthy of its history and destiny, will, it is confidently believed, enjoy a greater degree of prosperity than ever before.

Aristotle says that to become an able man in any profession whatever, three things are necessary—which are nature, study, and practice.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 4.] REV. J. P. COWLES, EDITOR OF THIS NUMBER. [April, 1854.

MORAL AND RELIGIOUS INSTRUCTION IN SCHOOLS.

THE question before us is not so much *whether we may*, as *how we shall* educate the conscience. *How* shall we teach the young immortals, committed to our charge, the first principles of piety and morality? The Laws of the State, the Author of Nature, and the Bible more authoritatively still, require it at our hands: In what manner shall we do it to purpose, is the question.

A good government in school is the first and the most indispensable means of moral instruction.

The nearer any school government comes to a righteous moral government, the stronger is its tendency to educate aright the child's conscience and heart. No amount of expostulation — of saying, Why do ye so? — can compensate for the great lack of not making scholars behave properly. He is a good teacher who makes his scholars happy in doing right.

Our school government must be conducted on the immutable principles of righteousness. Our scholars must see and feel that our discipline has respect to moral qualities. To inflict punishment for an act that has not a moral character would obliterate moral distinctions in the mind of the child. After the pattern of our Father in heaven, we should use ourselves to patience and forbearance where there is, and much more where there is not, moral obliquity. On the other hand, we should not reward intuitive quickness and the involuntary flashes of wit and genius. Not only should the scholar be blamed for wrong-doing, but, when by care and vigilance he has done right, he should have the satisfaction of knowing it. So doing, we are

agents of God, commencing to dispense to his newly made subjects the very government under which they are born and under which they are forever to live. We are giving them practical ideas of right and wrong and their results, such as no mere words can convey to their minds. Our children can hardly turn round without a moral act. Their watchfulness and their heedlessness, their attention and their inattention, their remembering and their forgetting, like the prudence and imprudence of any person, are often of the nature of virtue and vice. The more nicely children can be trained to discriminate between right and wrong, and to classify correctly their own moral acts, the more likely will they be to be upright, useful, and happy, here and hereafter.

Such a government is a daily probation. Connected with it, to give it full force, there must be much instruction.

Correct recitations have an important influence on the moral habits. The teacher who allows the scholar to *guess* at answers and give indefinite and uncertain replies, is doing moral mischief. The scholar should know that whereof he affirms. He should be taught and made to say, "I do not know," when he does not know, and "I do not recollect," when he does not recollect. Let him guess more or less every week for twelve years of school life, or even for six, and he will more or less for the rest of his days be of those who tell their conjectures for truth. His habits will be too strong to be easily overcome by principle. In fact he will not know good from evil, and will think he is telling the truth when he is uttering falsehood, just as pupils allowed to guess and mumble, often, never suspect but that they are good scholars. Veracity is of the first consequence. Let us make our scholars feel that it should be brought to the recitation. He who perceives general and scientific truths clearly, and states them accurately, will be likely to be truthful in practice. Sir Francis Bacon, though he sullied his great name by taking bribes, as his predecessors had done before him, yet, unlike his predecessors, as we have been told, could not withhold a just judgment when the case came into court for decision. He who had paid the bribe and lost his case, of course informed against the judge. And then Sir Francis, with the same love of truth which he had carried into science, owned that his servants had taken presents from his accusers. Sir Francis never guessed at scientific truth. Be it known assuredly, that many busybodies of the present generation, whose words are like the wind, were *guessers* when they were tenants of a school-room fifteen or twenty years ago.

All our scholars should learn, recite, and understand the ten commandments. Seven of them (all except the two first and the last) are an important part of the basis of all good school discipline. They belong to the common and unwritten law of

schools as well as of larger communities. The acts which they forbid, as profanity, cruelty, indecency, pilfering, and falsehood, are surer to meet censure, rebuke and chastisement from the good teacher than any mere intellectual delinquency. For the sake both of his school life and his future life, the child should be made familiar with both the letter and the spirit of these commands. The better he understands and applies them, the better behaved scholar will he be now, the better citizen will he be hereafter. It will strengthen his memory as much to learn them as to learn a like amount of geography or history.

The Decalogue is a document of Saxon diction. It contains, as recorded in the twentieth chapter of Exodus, three hundred and one words; of which two hundred and forty are monosyllables, and the rest are mostly household words, such as sabbath, thousands, heaven, neighbor, servant, father, mother, daughter, &c. It would not be a difficult reading lesson for scholars just beginning to put words together, and, fortunately, it is found in some of our Primary Readers.

The mere act of remembering and repeating the moral law has nothing of a moral nature in it, more than remembering and repeating the names of the books in the Bible, or the names of the rivers, bays, and capes on the Atlantic coast of the United States. The memory is improved by remembering; and the moral sense is strengthened by exercising it on appropriate subjects. Still it is a help to the moral attention to have the text well learned. Those who suppose this care to be useless because their scholars belong to the Sabbath school would do well to examine them on the commandments.

The Bible abounds in life-like commentaries on the moral law. Should it not be more read in our schools? We start our pupils in Geography. We give them a few outlines of the planet on which their lot is cast, to be filled up from books, letters and tours as they may find opportunity. We give them a skeleton of history, dry, yea very dry, to be clothed with sinews, with flesh, and with skin, and to be vivified by a course of after reading and lectures. We point them to various branches of the tree of knowledge, and advance them just a little way in the ascent, leaving them to climb farther or not, as they have time and disposition. Should we not do as much for our sacred writings, and for the moral natures of our scholars?

Our scholars should be led to learn the summary of the Moral Law as propounded by our Saviour in Matt. 22: "Thou shalt love the Lord thy God with all thy heart, with all thy soul, and with all thy mind; and thou shalt love thy neighbor as thyself:" together with the Golden Rule, "As ye would that men should do to you, do ye also to them likewise." Children can understand and apply these precepts earlier than they can learn the

multiplication table, or columns in spelling. In connection with the first great command, it would seem to be a very natural thing for the teacher to unfold to the children the nature and duty of prayer. They might be led to learn the injunction of Christ, "Enter into thy closet, and when thou hast shut thy door, pray to thy Father which is in secret, and thy Father, which seeth in secret, shall reward thee openly." Some of our children are not taught any form of prayer at home. It is an excellent practice, adopted by many teachers, to have the children daily and reverently repeat in concert the prayer Jesus taught his disciples. Nor would it harm those who have learned it at home, to repeat with those who have not, the significant rhymes: —

"Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take.'

John Quincy Adams, it is said, never grew so old or so independent as to retire to rest without repeating this simple nursery prayer. It seems worse than heathenish for one in a Christian land to lay his head on a prayerless pillow. But if we would have our children commit their souls to God when they commit their bodies to sleep, we must eke out their scanty vocabulary with a suitable form of words.

The inimitable story of the good Samaritan can hardly be too frequently read. What intelligent child, after reading it, would be unable to answer the captious inquiry, "Who is my neighbor?" The priest and the Levite are often paralleled in school as well as in common life, and good Samaritans, though rare, are still occasional visitants among both children and parents.

The moral law should be illustrated from every-day incidents. The minds of the pupils, for instance, should be brought to look at the question, What is it to steal? Let the teacher discuss with his young auditors such questions as the following: Is it stealing to borrow without leave, say a book, or a pencil, or a sled, or a hoop? Is it stealing to take from another what it may be thought he does not need, say the apples on his ground, the melons in his garden, or the plums on his trees? Is it right to go nutting and berrying on others' grounds without leave from the owner? What habit is that scholar forming, who guesses at an answer and gives it for the right one? What commandment does he break who wastes his time, or he who reads the answer which he pretends to recite, or he who forgets to return a book, or he who gets angry and uses bad language? What commandment does that scholar break, who hopes another will miss, so

that he may get above him? or he who lays the blame on another that belongs to himself? or he that calls his father, "the old man," or finds fault with his arrangements, saying, "Father wont let me; it is a shame." What command of God does the man break who races his boat, or who forgets to turn the switch on the railroad, or who throws an impediment on the track?

We are told that, in the schools of the Persians, justice was a distinct branch of education. "The Persian laws," says Xenophon, "are careful from the beginning, to provide that their citizens shall not be such as to be capable of meddling with any action that is base and vile. The boys," he says, "who frequent the public places of instruction, pass their time in learning justice; and tell you that they go for that purpose, as those with us, who go to learn letters, tell you they go for this purpose." Cyrus furnishes an example in his own case of this method of instruction. "My mother," says Cyrus, "appointed me judge over others, as being very exact in the knowledge of justice myself. But yet, I had some stripes given me, as not determining right in one judgment that I gave. The case was this. A bigger boy, who had a little coat, stripping a less boy who had a larger, put on the little boy the coat that was his own, and put on himself the coat that was the little boy's. I, therefore," says Cyrus, "passing judgment on them, decreed that it was best that each should keep the coat that best fitted him. On this my teacher thrashed me, and told me that had I been constituted judge of what fitted best, I had determined right: but when I was to judge whose the coat was, then, said he, it must be inquired whether he that took a thing by force should have it, or whether he who made it or purchased it should possess it. He bade me take notice, therefore, that a judge ought to give his opinion with the law."

"Lay it on; bleed him well, he is able to bear it," whispers Mr. Envious in the ears of the assessor, and the assessor lays it on. "O, good enough for him, he has more left than any of the rest of us are worth now," says that same Mr. Envious, when he hears that his richer neighbor has been defrauded by a cunning debtor. "This wont break him; the world owes me a living, and I intend to get it," says the robber in his kids and his beaver to his comrades. "My creditors are all able men," says the bankrupt who pays forty cents on a dollar; and he wears a broader smirk of conceit, and looks down with greater contempt than ever on his humble acquaintances who eat the bread of patient industry and owe no man any thing but kindness. Such men, altogether too abundant in our cities and towns, did not go to school with Cyrus. They have never truly learned that honesty is honorable, and dishonesty a disgrace, and that fraud is as mean and base to the man who evades the penalty, as in him who wears a felon's jacket.

Children should be encouraged to ask questions pertaining to moral and religious subjects. A boy eight years old, reciting in United States History, repeated Capt. John Smith's well-known method of preventing profanity in the Virginia Colony, by causing the number of oaths each man uttered through the day to be noted, and as many cans of water to be poured into his sleeve at night. "Do you suppose," asked the boy, "that he did that because he hated to hear them use bad language, or because he wanted the men to keep the third commandment?" The teacher replied, "It does not make much difference, for you know God hates to hear profane oaths, and if Capt. Smith hated to hear them, then he was like God in that respect." That boy will probably remember that answer when he becomes a man. Who will say that the minute and a half spent in hearing and answering that child's question was wasted?

All our children, it is true, will not ask such questions. "What do you do when your scholars have no conscience?" said a discouraged teacher to one of the "sunny side" tribe. "Oh! make one," was the ready and pithy reply. Many of our scholars, if well instructed in the law of God, will comprehend its spirit and be subject to its control out of our sight, and when beyond our care. A little girl eleven years old, tempted by a schoolmate of fourteen to do something which her mother would disapprove, replied, "Oh! God wont like me if I do what my mother dont like." It was a child's statement of a great principle.

A single text repeated in the hearing of a child will sometimes exert a controlling influence upon him for life. A clergyman, now and for fifteen years a missionary on India's sunny plains, the son of an irreligious father, and bereft early of a Christian mother, told the writer, when about leaving this country, that he did not recollect ever having one word of religious instruction addressed to himself in his childhood. "But once," said he, "I heard my sister repeat to a brother older than myself, the text, 'All liars shall have their part in the lake which burneth with fire and brimstone.' It made," he added, "an indelible impression on my mind, and saved me from many a lie. I told one falsehood afterward from fear of the displeasure of a stern father, but I had no peace for days afterwards, and I think I never told another."

In like manner let a teacher repeat to her scholars such a text as "God so loved the world, that he gave his only-begotten Son, that whosoever believeth in him should not perish, but have everlasting life." Let it be spoken in tones of mingled love and reverence, as if the words were precious to the heart of the teacher, and even though not one word of comment or explana-

tion be added, it may find a lodgment in some mind, and be treasured among its everlasting possessions. The words may be food to the soul when the teacher shall be no longer remembered.

In our sacred writings we have an entire book occupied with the social, moral, and industrial virtues. Its pithy aphorisms are easy to the memory of a child, plain in many cases to common sense, and food also for manly thought. They are nearly all founded in the nature of things, and as well adapted to our times as to Solomon's; to our commonwealth as to that of the Hebrews. While the fear of God underlies these precepts, they themselves respect the outward life, and will be useless only when the relations of families, of sexes, and of nations shall cease. Many a child, even, has eaten of that bread of deceit so sweet at first, but found his mouth full of gravel. Many a merchant would have been saved from failure, had he learned in youth and heeded in mature life the shrewd advice, "Be not surety for another." Many a young man would have been saved from an untimely grave, had he well learned the admonition, "My son, if sinners entice thee, consent thou not." How many in parti-colored livery at this present moment are hammering granite for the State, who might have been blessings instead of curses, had their minds in youth been duly impressed with the proverb, "The eyes of the Lord are in every place, beholding the evil and the good." What boy who is to be exposed to the common temptations of youth, can afford to have that vivid picture of a sot, under the figure of a man asleep at masthead, in the twenty-third chapter, left out of his mental furniture? What girl can afford to be without that exquisite eulogy of a virtuous woman, which Lemuel had learned of his mother, with which the book closes? The Earl of Chatham, it is said, used to read a portion of them the last thing before going to the House of Commons. He who daily reads them and shapes his life by their counsels, will not want the meed of praise which falls to the man that does well for himself.

A teacher of the writer's acquaintance sometimes requests every member of a given reading class to select, and bring to the class on the next day, one or two proverbs. Such an exercise doubtless makes some impression on the mind and heart, and certainly furnishes an interesting study in elocution.

Every teacher, even in a single season, can see that the scholars under his or her charge *learn the Ten Commandments*, our Saviour's *Synopsis of the Law*, *the Golden Rule*, and *the Lord's Prayer*. Let it be done by daily or weekly repetition, or by rewarding with a penny book those who do it, or in any way the teacher sees fit: but the least that the teacher can do

for his immortal charge is, to see that this foundation is laid, as a sure corner-stone. Once made familiar, let "the law and the testimony" be the standard of appeal. Let the scholars learn to try all moral conduct by it. Let them learn to see definitely, when they do wrong, what the wrong is. Let them become habituated to passing judgment on their own moral acts. "Whatever," says Daniel Webster, "makes men good Christians, makes them good citizens." A child can hardly be trained on these principles through his pupilage, and not feel their controlling influence to the end of his days. Once imbedded in the heart, they will grow with his growth and strengthen with his strength. As his circle of duties widens and his relations multiply, he will apply them to the affairs of state, nation, and church. He will efficiently help to "keep good sentiments uppermost," and to "prolong the day when we may sleep undisturbed within unbarred doors." Our voters and our voters' wives are now in our hands. Technicalities of expression may be left to divines and students. They are but the shell and the husk. Let us feed our future citizens with the milk and the meat of the moral law and the gospel. It is ours, if we choose, to ground them in the fundamental principles of all true and permanent prosperity.

Since the giving of moral and religious instruction is more important than anything else, and since it takes time and energy of both teacher and pupils, and since it is made our official duty by the Statute Laws of Massachusetts, it is a valuable consideration, that this instruction falls in with the main end of education. We are strictly professional agents. Our business is not, like the chore boy or the servant girl, to do certain menial services in certain specified ways, but, like the lawyer or the physician, to take the work into our own hands and do it to the best of our ability, the means and mode being mainly left to our selection. In general, the competent teacher understands far better than parents what course of training will render the child best fitted for the duties of life.

What is the main end of education? It is to develop and discipline the mind, the attention and memory, the imagination and reason, the judgment and conscience, each to its utmost capacity, and to furnish the whole mind with the elements of knowledge most essential to one's future progress and usefulness. It is to lay the foundation for an honest, intelligent, rational course of life. It is to prepare the mind to meet the exigencies of life without discouragement and without stumbling. The teacher is bound to find and to use the best means for accomplishing these ends. The training we have described does this more fully than any other. With what better can the memory be freighted than with divine counsels, such as, "Be

strong and show thyself a man, and keep the charge of the Lord thy God, to walk in his ways, to keep his statutes and his commandments, that thou mayest prosper in all that thou doest, and whithersoever thou turnest thyself:" or, "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?" Bible history develops the conceptive and imaginative power rapidly and safely. Nothing else develops the mind so finely in the direction of reason, judgment, and good sense, as exercising it on practical questions of right and wrong. It was practical ethics that made our ancestors every way so strong and successful. It is this that has given keenness to the Yankee intellect, and made New England boys so generally leading men the country over. In the race of mind, and in the range of business, he is surest to win the goal, "who can look longest at the point of a cambric needle without winking." It matters not for this particular end, whether the power of continuous attention be gained by studying Colburn's First Lessons, Euclid's Geometry, or the Holy Scriptures. The boy who can confine his mind to a prayer three minutes long without a wandering thought, or, like Robert Peel at nine years of age, bring home the main thoughts of a religious discourse, can be trusted a dozen years later to make a bargain, to direct the movement of a train of cars, to calculate the disturbing forces of the planets, or to stand at the nation's helm in a storm.

Our children need a sense of religion, of a personal and ever-present God, of their own immortality and accountability, of their future interest depending on their present conduct, in order to make them honest and truthful men and women, and to fit them for living aright and happily in this world as well as the next.

There is a vast amount of conscience latent in all our school rooms and seminaries. To waken it requires thought, purpose, and effort. It is labor that makes no show on examination days, but if it be done as unto the Lord and not unto men, He will notice and remember it, and what is done in secret, in his own good time he will reward openly.

A SCRAP ON ETYMOLOGY AND PRINTING.

"It was a sad mistake to imagine that the inventor of the art (of printing) was in league with the devil, for nothing has so disturbed the kingdom of darkness as the printing-press. Everywhere with its hundreds of translations of Scripture, as out of an inexhaustible arsenal, it has assailed his empire. With

our modern paper so fair and firm, made out of that filthy rag which was trodden in the wintry mire of our streets; with our ink so dark and tenacious, our binding so compact and elegant, and our types of every variety of shape and size, we envy not the former days of glossy vellum, gilt letters, illuminated margins, bulky scrolls and jewelled reeds. We retain indeed many of the old names with our modern apparatus. Our paper is but the old Egyptian *papyrus* under a slight disguise, and our volume has its origin in the sheet which was closed up by being wrapped or *rolled* round a cylinder. Our books are protected still by *boards*, but not of the original wooden and clumsy material; and though the venders of literary wares have no longer their crazy stands upon the streets, yet they will not part with the name of *stationers*. When we speak of a man's *style* we refer to his diction, and not to the metallic *graver* with which gentlemen of other days scratched upon their tablets. The Bible itself has its name from the inner rind of a tree, of old employed by the scribe. *Book* is but the wood or *bark* of the beech with an altered pronunciation; and *leaves* are plainly taken from the grove and converted into a literary foliage. What an honor when they are connected with that tree, the 'leaves of which are for the healing of nations!' Like every invention, our present forms of publication once created no little dissension and opposition. That same Jack Cade, the turbulent representative of the populace, who resolved that 'seven half-penny loaves should be sold for a penny,' and who thought it a lamentable thing that the 'skin of an innocent lamb should be made into parchment,' thus accused Lord Say: 'Thou hast corrupted the youth of our realm, by erecting a grammar school, and whereas before, our forefathers had no other book but the score and the tally, thou hast caused printing to be used, and contrary to the king, his crown, and dignity, thou hast built a paper mill.'" — *North British Review, Aug.*, 1853.

MRS. SARAH EMILY WALDO YORK.

THE memoir of this lady, by Mrs. Medbery, published by Phillips, Sampson & Co., although too long, is deeply interesting. We wish more of her life as a teacher had been given, and less of her correspondence from the Mediterranean. She was for more than four years an able and beloved teacher in the city of Boston. From the scraps of her practical management which the memoir gives, we think she must have had much skill and success in this business. We make one extract from the memoir.

"In December, 1838, when about nineteen years of age, she commenced a private school in Somerset Place, which she continued till February, 1843. To this school she devoted all her energies, endeavoring to refine the manners and mould the heart, as well as cultivate the intellect of her pupils. In order to adapt her instructions to the peculiar wants of each, she always made it a point to study their individual characters. In her memorandum book we find against the name of each scholar, some note like the following, which, for the sake of avoiding personality, are here appended to the letters of the alphabet, instead of the names with which they were originally connected..

"A.—Tolerably studious, very timid, gentle, professedly religious.

"B.—Rendered backward by sickness, needs constant encouragement, — willing and affectionate, but thoughtless and talkative.

"C.—Very good student, ambitious and energetic, naturally petulant, but I think converted.

"D.—Conscientiously studious, but excessively timid; requires a very gentle hand.

"E.—Indolent scholar, but of active temperament; needs constant watchfulness.

"F.—Can copy, not originate, yet anxious to learn; lady-like and quiet.

"G.—Diligent, but not a genius; very nervous, but lovable.

"H.—Good abilities, but needs the spur of praise; frolicsome.

"J.—A compound of oddities, great observation, no application; made to try one's patience, and yet one I dearly love; a great wit.

"K.—Superficial, willing to learn; needs much encouragement; thoughtless."

WHAT ONE MINISTER'S WIFE DID.

Some twenty years ago, a young man, who had just completed his nine years' preparation for the ministry, and who, from the loopholes of his literary retreats, had observed the effect of a good girls' school on the community in which it was located, resolved to settle with a people who needed such a school and would coöperate with him in establishing one. Ardent and hopeful, and ambitious to do good, he was willing to

do double work, if necessary, the more effectually to guide, elevate, and instruct immortal minds. Miss D., whom he was to marry, herself a teacher, loved her work, and, loth to resign it, strongly encouraged the young man in his resolve. When he closed his connection with the Divinity School, he turned his face westward and found a people on the shores of Lake Ontario, who were desirous to engage his services as a minister. True to his purpose, before accepting their invitation he conversed with the leading men in the church and society about establishing such a school. He met with very little sympathy, but he very well knew, the greater the stupor the more the need, and he had faith to believe, that, if he could once start a school after the model in his own mind, the indifference would vanish. With much solicitation he raised one hundred dollars from the people, and to it he added one hundred from his own pocket, and with the sum they erected a building of one room, capable of accommodating thirty pupils. His new bride, a Massachusetts woman, twenty-two years of age, from the other side of the Connecticut, with energy, intelligence and zeal for her dowry, gratefully and joyfully presided in that school-room. Every seat was soon taken. The scholars were mostly girls, and the ages were from eight and ten years upward. Mrs. E. taught them to spell, to read, and to write. She was a capital teacher of Arithmetic and Grammar. Geography, History, and Watts's Treatise on the Improvement of the Mind, were prominent studies. The object before her mind from day to day was to make of those girls, cultivated, intelligent, useful women. She reserved a portion of every day for Biblical instruction; and, like teacher, like scholar, as she was more deeply interested in this exercise than any other, they soon discovered the same comparative animation. Eyes, ears and hearts were all awake when she spoke to them of God, of his character and his providence, of his mercy and his righteousness. With quiet dignity, answering to their sublime nature, she spoke of their immortality, of that endless life for which they were schooling themselves on earth, of the account they must hereafter render for the deeds done in the body. She turned them to the word of God, and saw that every week they added to their knowledge of its contents. She held up God's revealed will as the great authority for conduct, and referred all doubtful questions to the general principles of the Bible. Morning and evening she led her pupils to that unseen and invisible, but ever present and ever working Jehovah. She spoke the name of Christ in tones of love. She meddled with no dead technicalities, but she dealt with living principles. The rock on which she was willing to plant her own feet, she recommended to her waiting, loving pupils. Week after week

she went on, diligently, unobtrusively laying the foundation of moral character, at the same time that she was disciplining the intellect, refining the taste, and cultivating the imagination of her pupils, and happily developing the social affections, thus binding to herself the hearts of children and parents with a three-fold cord.

At the end of a year and a half, her husband with three weeks' labor obtained three thousand dollars for a school edifice, from that very people who eighteen months before had, with much more solicitation, given only one hundred dollars for the school-house of one room. With that money an edifice was erected sixty feet by thirty, of three stories, and capable of accommodating a hundred pupils, and a hundred were actually gathered within its walls. The basement story was rented for miscellaneous purposes. The second story was divided into rooms and rented to twenty-four young women, from neighboring towns, who boarded themselves for the sake of enjoying the opportunities afforded in the upper story. One half of that upper story was the room in which all the pupils assembled to listen to general and religious instruction, to study and to recite. The other half of the third story was divided into two recitation rooms. An act of incorporation was obtained. A lady of kindred spirit to Mrs. E. was invited from Massachusetts, and the two labored together in imparting instruction and moulding character. Sometimes the minister, when the school was full, lent himself a helping hand in the business of instruction. There were some haters of all good things, who were free to express their sentiments. An interesting and beautiful little girl had been a member of the school a short time, when her father, a physician, met the clergyman, and said to him, "I understand Mrs. E. prays in her school." "Yes," was the reply. "Well, I shall not have my daughter go to school where they have such doings," added the physician. True to his word, the girl was withdrawn, but so earnest was she to be permitted to remain, that it was by force almost, that she was detained at home. The teachers made no severe remarks, but unmoved, pursued their interesting work. In time there came to be a difference between the girls who went to the school, and those who did not, which those kept at home deeply and bitterly felt. The daughter of this physician in particular, felt this difference so strongly, that she prevailed on her father to let her return to the school. "I don't know what Mrs. E. has there," said the father, "but the devil can't keep my daughter away from her school." She was for years a diligent and lovely scholar, ever open to the moral influence of the school. After seven years' labor in school, in the midst of a recitation, suddenly and unexpectedly Mrs. E. burst a blood-vessel in the lungs.

It closed her pleasant labors in instruction. The lake air was uncongenial to her lungs, and she returned to Massachusetts in the hope of recovering, but lingered two or three years and then passed to the assembly of the just.

Within two years of the present time, that physician's daughter to whom she imparted with other knowledge, the knowledge of God and his love, has joined her. She had been married some years. She had joined an Episcopal church which was organized after Mr. E. and his wife left the place. Her own pastor, in the funeral sermon on the occasion of her death, said there had been times in the history of their church, when but for the aid of that single woman, the enterprise must have failed, and yet she was scarcely twenty-five when she was called to her rest. She is not a solitary case of the good influence which that school exerted. The young ladies who with her were members of that school are now among the matrons of the land. Their husbands are men of wealth and standing in the community, pillars of the churches in the towns where they dwell, and the supporters of every good work; a fact equally creditable to pupils and teachers, whether the husbands were won by the conversation of their wives, or the ladies, by their intelligence and lovely deportment, were so happy as to win them. The husband of that sainted teacher believes that the school did as much for that people as the ministry which he exercised among them. Perhaps some reader may inquire, whether this woman shared the common responsibilities of wedded life. She left two daughters, now of woman's size, and the writer cannot see but that they have as good health, as good talents and as orderly habits, as the girls of their own age to whom the mother gave her undivided attention; and if they have but their mother's spirit, they may become as useful and happy as she is remembered to have been. And further, an intelligent and excellent woman, the mother of one of her pupils, remarked, but a short time since, "I always looked upon Mrs. E. as the model wife of a village pastor."

It is true, that many men are afraid of our superior women, and however they may like to talk with them at an evening party or in some other place of concourse, they are reluctant to trust them with their homes; but, sooner or later, almost all our able women do marry. We would not have it otherwise, though the fact does make sad havoc in the ranks of our teachers. Might not some of the married ones imitate the example here given, and thus do something for the elevation of their own sex in the towns where Providence may have cast their lot?

EVERY PARENT'S CHILD THE BEST.

It is a common practice in some schools for the scholars to recite poetry. It is a most useful exercise, cultivating the scholar's taste and elocution, and giving him something worth remembering which he will never forget. We suggest that the following, which we first saw in the Independent, but which has gone the round of children's papers, would be worth committing, as any teacher can see, for more reasons than one. We hope it will appear in the next editions of the Young and Primary Readers?

EACH MOTHER'S LOVE THE BEST.

As I walked over the hills one day,
I listened, and heard a mother-sheep say,
"In all the green world there is nothing so sweet
As my little lammie, with his nimble feet,
With his eye so bright,
And his wool so white;
Oh, he is my darling, my heart's delight.
The robin, he
That sings on the tree,
Dearly may dote on his darlings four;
But I love my one little lambkin more."
So the mother-sheep, and the little one,
Side by side, lay down in the sun,
And they went to sleep on the hill-side warm,
While my little lammie lies here on my arm.

I went to the kitchen, and what did I see
But the old gray cat, with her kittens three;
I heard her whispering soft. Said she,
"My kittens, with tails all so cunningly curled,
Are the prettiest things there can be in the world.
The bird in the tree,
And the old ewe, she,
May love their babies exceedingly;
But I love my kittens from morn to night;
Which is the prettiest, I cannot tell,
Which of the three, for the life of me,
I love them all so well.
So I'll take up the kittens, the kittens I love,
And we 'll lie down together beneath the warm stove."
So the kittens lie under the stove so warm,
While my little darling lies here on my arm.

I went to the yard, and I saw the old hen
Go clucking about with her chickens ten;
And she clucked, and she scratched, and she bristled away,
And what do you think I heard the hen say?
I heard her say, "The sun never did shine
On any thing like to these chickens of mine;
You may hunt the full moon and the stars, if you please,
But you never will find ten such chickens as these.
The cat loves her kittens, the ewe loves her lamb,
But they do not know what a proud mother I am;
For lambs nor for kittens I wont part with these,
Though the sheep and the cat should go down on their knees.
My dear downy darlings, my sweet little things,
Come, nestle now cosily under my wings."
So the hen said,
And the chickens sped
As fast as they could to their warm feather-bed;
And there let them lie, on their feathers so warm,
While my little chick lies here on my arm.

LEARNING THE VERB.

THE verb is *the* word in all languages, and every linguist knows that to learn it thoroughly is half the battle. The labor may be dry and tedious, but it is indispensable, and none is in the end more remunerating. It is indeed the only true economy to learn the verb perfectly, before venturing on the literature of a language. One might as well think of mastering Geometry without the definitions, as language without the verb. Yet many scholars, who can work out difficult problems well in Arithmetic and Algebra, are not at all at home among the crooks and turns even of the regular, and much less of the irregular, verb in their own vernacular. They do not understand the auxiliaries of the second future, and cannot steer without damage between the Scylla and Charybdis of *sit* and *set*, and *lie* and *lay*, and *see* and *saw*, in our common mother tongue.

Whether you would use your own language well, or learn a foreign one easily, you must first thoroughly master the English verb. You must not only be able to recite, but also to understand and handle it in all its modifications. For, however it may be with some knowing ones, common people think in words. Their thoughts are sentences, with verbs in every one. The verb is the soul of the sentence, and without it the sentence is dead. Besides, every different mood, tense, number, person, and every auxiliary, is a modification of the verb, and expresses

a modification of the thought, and so must *be* actually thought, if you would think and express yourself correctly. Again, translating a sentence from another tongue into your own, is nothing else than first thinking and then expressing all the parts of it in your own tongue. Of these parts, the verb, as above said, is the chief; and to translate it correctly in any given case, you must know the whole compass of the verb in both tongues.

Now, for this purpose, such exercises as the following will be found beneficial. If it is the English verb which you wish your pupil first to master, (which of course will be your wish, if English is your pupil's vernacular,) let him first recite it through regularly, as he finds it in the Grammar; and "exhibit," as the doctors say, a *quantum suff.* of irregular verbs also, all in due order as in the books. Then forsake the beaten path, and try him backwards, and crosswise, and every crooked way your wit can think of. Ask him for the 3d pl., 2d sing., 1st pl., 3d sing., 1st sing. of the ind. perf. of to *lie*, in order as you name them. Ask for the 1st sing. and 3d pl., imperfect ind. of to *bring*, and 3d pl. and 1st sing. of to *break*. Ask for the ind. pluperfect of to *sit*, plural number, and the persons in the order, 3, 2, 1, and then in the next breath the same mood and tense of to *set*, but the persons to be given in the natural order. Or, to *drink*, ind. 2d fut., 1st sing. and 2d and 3d pl. To *come*, subj. pres., plural number in the common subj. form, and sing. in the ind. form. This kind of exercises, it will be seen, may be varied extensively, and to great advantage; and may be conducted *viva voce*, or, better, on the blackboard, with opportunity given to the class to examine and correct.

Next, exercise the class on the meaning of the tense—forms and their relations, as to time. Give any tense of the indicative, and require the *time* it denotes, and how related to other divisions. Then *vice versa*, indicate an action or event, with its time, and require the proper tense to express it, and let the pupil justify his answer. Then let him link correctly the related tenses of different moods, as of the ind. and subj., or ind. and inf., or potential and subj., with examples. Then reverse the order, and give the pupil examples of dependent actions or events, stating the exact relation, and require the proper moods and tenses to express the same, and why. For example: if Thomas Reed's going, or not, to Boston, yesterday, depended on the weather, as favorable, or unfavorable, by what moods would the contingent action, and the condition, be correctly expressed, and why? If Henry's getting his last lesson perfectly depended on his own choice alone, and he failed from want of choice, by what moods and tenses would you express the possibility of the event, and the reason of its failure, and why? If

the present class shall complete a certain study before the close of the present term, by what tenses will you express the two events with their relation as to time, and why? If you wish to express, in the first person, a present *purpose* to study a given lesson at some future time, what mood and tense should you use, and what auxiliary? If you wish simply to indicate the same event as future, without expressing purpose, what form of the verb would you employ? Ask the same questions, only changing the person to the second, and then to the third. What do the auxiliaries *shall* and *will* denote in the second future?

So much for the English verb. Suppose, in the next place, your class is studying the Latin verb. After committing it in order, as in the books, give them exercises in writing on the blackboard, and that in every variety of order you can think of. Latin forms, too, with English translations, and then English forms, with Latin translations. Then, as above, indicate single actions or events, to be expressed by Latin verbs, and let the pupil justify his mood and tense; and finally connected moods and tenses, in the same manner as indicated above for the English verb.

REMINISCENCES.

FIFTEEN YEARS AGO.

GAZING down the vista of the past, I discern a little brown house on the unprotected summit of a treeless, shrubless hill. Viewed from a distance, it may be the cottage of some rustic laborer, or it may be a barn, in spite of the windows, but a nearer approach offers testimony not to be gainsaid, that this is none other than the house where young America begins to learn how he may bestride this narrow world like a colossus.

Would any other roof-tree be so ruthlessly exposed to the "peltings of the pitiless storm," or to the embraces of the scorching sun? Would any other edifice lend its swart face so benevolently to "baby fingers, waxen touches"? Look at one of the three-story brick palaces that have superseded the humble architecture of lang syne, and you see only what the mason, the joiner, and the painter have done. There is no effusion of untutored genius on the unadorned expanse of its walls. But look at *my* school-house. Its kindly front is the picture gallery of a score of youthful limners. Here behold a profile of the "human face divine," surmounted by a hat, a somewhat elongated species of the genus infundibuliform. The

prominence of the nasal appendage, together with the excelsior tendency of the same, is in accordance with like productions of Yankee precocity. Not far from this beau ideal, with the desire for immortality natural to man, "Peter Dawson" with a Yankee jackknife has essayed to hand his name to posterity. A little farther on, where the ravages of time have been concealed by half a dozen new shingles, Jack Lincoln has inscribed with blackball, in immortal verse, his constancy and devotion:

"Malinda—I love you,
Malinda I do,
Malinda believe me
Malinda 'tis true."

Ha! Jack Lincoln, with what infinite gusto he used to "fiddle and sing" the stirring notes of "Coronation." I see him brandishing his "fiddle bow," a group of admirers around him, his head thrown proudly back, one foot "keeping time," and his black eyes glowing with excitement. Hero Jack! he disappeared among the wilds of the Far West, and the shaggy skin of many an ill-starred Bruin has, doubtless, ere this, borne witness to his prowess. Brave Jack Lincoln, we shall hear from you again, for you had the ring of the true metal, my boy.

You will not fail, as you enter "our" school-house, to observe the grim, ungainly stove which is in winter the great centre of attraction. A marvellous quantity of leggins are stretched out at its feet. The rosy-cheeked Baldwins and mellow russets hiss, quiver, and stagger over it, while the young mathematicians sharpen their slate pencils on its rough sides.

The benches, you will observe, are constructed for the accommodation of two pupils only, except the "long seat," which is at right angles with the others, and capable of seating seven or eight. This was the unquestioned prerogative of the large boys in winter, but in the summer we girls gambolled within its deserted precincts in unrestrained freedom. The low seat in front of this desk was broken at one end, and could be let down upon the floor, thus forming an inclined plane. Here when our dear good young schoolmistress — how we loved her — was infusing a knowledge of a b ab into minds of the rising and restless generation around her, we found rare sport in pouring water on the declivity, and then sliding down ourselves on the slippery surface. This amusement was monopolized by two or three, the rest gazing in admiring silence and wishing they dared undertake such a feat.

It was this same kind teacher, who, with Christian consideration, often gave us leave on summer afternoons to study our lessons in the shadow of the old school-house. Perhaps the

vowels and consonants of our spelling lessons were a little more disorderly than they would otherwise have been. Perhaps the boundaries of Chinese Tartary were not so accurately defined; yet who shall say that these deficiencies were not compensated by the soothing influence of the green fields and the blue sky on our young spirits. That kind teacher also, trusting in the strong arm and the brave heart of another, has turned her footsteps toward the setting sun. The West — the West — that insatiate monster that annually gorges so many of our bravest and fairest — yet when it shall have become assimilated, bone and nerve and sinew, by another than Circean transformation, shall a new creature walk forth, of statelier mien and more beautiful proportions —

"God-like, erect, in native honor clad."

But I see your glance directed scornfully at a large jagged aperture in the floor near the stove, which leads me to touch on the benevolent wisdom with which our good mother Nature adapts means to ends. When this school-house was erected, ventilation was a thing unheard of in this secluded spot. Men builded houses, and planted corn, and trusted in God, and did not fret about oxygen and nitrogen as their degenerate sons and daughters do. So Nature took the matter of breathing into her own hands, and of the skill with which she conducted the business, this house is a perpetual memento. Look at the crevices over the window. List to the wind whistling in under the door, and hear without listening, the rattling panes. Hold your hands over this same breach in the floor and see how purple they grow. Do you not perceive that there is an inexhaustible supply of fresh air? This jagged inlet deserves your admiration for its utility. The only inconvenience it ever caused was the necessity, as the master said, of counting his pupils every night, to see that none of the little ones had fallen into it.

But the most stirring scenes that have been enacted within these walls, were not during the daily routine of study and recitation, nor even when the monotony of the school-room was interrupted by the unsparing application of birch or ferule to the evil-doer, though many a rosy cheek has then whitened, and many a stout young heart has quailed. It was when the evening exhibition near the close of the three months' winter term, drew "troops of friends" to witness the performances of the lads and lasses. The boys for a week beforehand frequented the woods in search of evergreen, with which they festooned the room. The girls ransacked the country stores for tissue paper; and pink roses and red, yellow roses and blue, flowers

of every hue and size and shape, such as are classified in no mortal botany, and pressed in no earthly herbarium, peeped forth in single clusters from the green foliage, or in the more imposing wreath above the master's desk, or from the triumphal arch beneath which each young Cicero was to hurl the thunders of his eloquence.

The illuminations were on a scale entirely primitive. Small cubic blocks of wood, punctured in the centre to the depth of about two inches, held candles of domestic manufacture. These covered with evergreen were plentifully scattered about the room. Fathers and mothers, uncles and aunts, grown-up brothers and sisters, occupy the seats, while the scholars are bestowed *anywhere*. The oldest or "knowingest" boy in school commences with

> "Banished from Rome! what's banished, but set free
> From daily contact with the things I loathe?"

The gestures and emphasis can be better imagined than described. Oration, dialogue, and poem, follow each other in rapid and brilliant succession. The "Youth's Companion" and "American First-Class Book" yield up their treasures to the young aspirants for fame. Young men and maidens *passibus æquis* bear away the honors of the day. Therefore think not, O Lucy Stone, that you placed the lever which has moved the world. Long before your name had struggled from obscurity, woman's rights were practically exemplified in this country school-house. Girls of fifteen waxed patriotic over Websterian periods, and discoursed gravely of "garments rolled in blood."

> "Our bugles sang truce, for the night-cloud had lowered,"

was a general favorite; and I have even now savory reminiscences of a handsome youth with a cravat-tie that would have thrown Beau Brummel into convulsions, who always revelled in the flowing melody of "Lochinvar." Never did lips curve so nobly as those that uttered

> "They 'll have fleet steed that follow, quoth young Lochinvar."

What matter, though the same pieces had been repeated winter after winter? The actors and actresses were the sons and daughters of the critics. The undaunted robber, who yearly induced in Alexander the Great a desire to reflect, always elicited rounds of applause; the Dutch housewife, who gave such a sound rating to good king Alfred, never failed to "bring down the house."

After the oratory came an exercise in spelling, called "choosing sides." There were good spellers on the earth in those

days. The nonsense columns of Noah Webster were studied with additional zest for weeks previous, in view of the grand finale. Whatever might be the personal feelings of the antagonistic leaders, they were all sacrificed at this time to expediency, and the best spellers, whether friends or foes, were first chosen. The whole school entered the lists. Flushed cheeks, flashing eyes, and fingers nervously clutching folded arms, betokened the interest. The master, the Minos of the evening, stood by the desk, with the dread spelling-book. Baker, shady, lady, tidy, tripped nimbly over all tongues, but amity, jollity, nullity, polity, did great havoc among the younger half, while indivisibility, valetudinarian, were grape and canister, and told with startling effect on the lessening ranks. At length when the book was spelt quite through, to "the old man who found a rude boy on one of his trees, stealing apples, and desired him to come down," scarce one remained to tell the tale. The victor's laurel was a half sheet of white paper, folded in a triangular form, with the border fantastically adorned, and a blue ribbon passed through at the apex. This document certified that "Luke Smith, with the assistance of Sally Jones, John Doe, Richard Roe, &c., had *beaten* the rest of the school in spelling, *this time.*"

These exercises were effective of good. He who can spell Noah Webster, nonsense columns and all, from beginning to end, will not make very egregious blunders in his orthography; and the ambition roused by this public contest has a strong tendency that way-ward. Some object to it on the score that it excites emulation. Fie! Fie!

Another method is somewhat in vogue which it may perhaps be worth while to mention. The class are arranged in a circle around you, (supposing of course you are a teacher.) Commence at a certain point to put out your words. If one be misspelt or unpronounced, let no notice be taken of it. Pronounce the next word all the same. Whoever notices and corrects the error takes his place above the person who committed it. The question is as to who shall make the circumference of the circle the greatest number of times. The method serves to discipline both the attention and memory of the pupils, and is generally very interesting. To be sure, it requires a watchful eye and much self-possession on the part of the teacher. Ann positively declares, that John spelt separate with an *e*, while John as positively affirms, that he said *a*. Seven words have been spelt since then, three of which were wrong, so the others have forgotten and the teacher's judgment alone must decide. Susan will go above Harriet, because she did not pronounce her word before she spelt it, but Harriet stoutly maintains that she did. After carefully sifting the case and examining evidence, you

come to the conclusion that Harriet did not quite understand the word, and so pronounced it with a rising inflection of voice, which Susan considers was merely asking a question. A compromise is effected between the belligerent powers by letting Harriet retain her place this time, but laying down a law, that hereafter, the pronunciation of a word shall always be affirmatory, not interrogatory. Little Billy Parsons digs up the controversy about separate, which you thought dead and buried, by spelling it, s e p sep a a sepa r a t e rate, separate, and starts eagerly to take his place above a whole semicircle; but his triumphant career is checked by the outcry of a dozen voices, if the class be not particularly well trained, and if it be, nothing can prevent a murmur of disapprobation, the ominous shaking of a dozen heads, and the upspringing of a dozen fat hands. The aggressor of so many young sovereigns is desired to explain. "She did n't pronounce a" says Billy, breathless with interest; whereupon you promulgate another law, that where a syllable consists of only one letter it need not be pronounced. Though you very clearly explain the reason thereof, ten to one Billy is but half satisfied and looks sullen for fifteen minutes afterwards. However, the difficulties of this method are only such as a skilful teacher (and all who read the Massachusetts Teacher are so of course) can easily overcome.

But a system of spelling would be incomplete, where the pupils were not taught to write words, which we all know is more difficult than to spell them orally. Of course this can be done only in the case of the more advanced pupils. Each teacher, I suppose, has his own peculiar method. I have known the following to work well in a young ladies' school. At stated intervals during the term a list of fifty words is given to be written; the pupils write them in a pass-book on the left hand of the page, leaving sufficient space to write the word again correctly, if it be misspelt in the first instance. At the close of each exercise, the books are handed in to the teacher, who points out, but does not *correct* the errors, before she returns them. This the young lady is expected to do herself. At the close of the term each one has made a spelling-book of her own, containing perhaps some five hundred words, and what is more, she generally knows how to spell them. They are publicly examined on these words, writing perhaps three or four each, on the blackboard. Besides the additional incentive thus presented to the pupils, this going to the blackboard affords a convenient opportunity to the spectators to compare the merits, intellectual and *otherwise*, of their respective protégées. This is not indeed the sublimest of reasons to offer in its favor; but a greater than you or I thought nothing human to be foreign to himself. Whether this be human or not, judge ye.

Alas, alas! how does the actual ever encroach on the ideal.

"The spell is broke, the charm is flown."

That unfortunate (?) episode on orthography

——"Has dashed
From my warm lip, the sparkling cup —
The power that bore my spirit up
Above this bank-nete world is gone —"

Gone too is my little pet school-house — vanished into thin air; and where it stood, an upstart edifice, brilliant with paint and rejoicing in green blinds, angular and pert, dazzles my indignant eyes.

But I have not lost you forever, O memory of days gone by! With the opening rosebuds of summer — with the moaning night winds of autumn, with the deepening twilight everywhere, you will come back to me. I shall fold you gently to my heart, when I wrap the drapery of my couch about me and lie down to pleasant dreams.

"Et dulces moriens reminiscitur Argos."

Hartford, Ct., Feb. 28th, 1854.

ARE THE BIBLE AND PRAYER ENTITLED TO ANY PART OF SCHOOL TIME?

The late decision of Mr. Randall, Superintendent of Public Schools in the State of New York, by which the Bible and Prayer are ruled out of School-hours, in alleged deference to some people's consciences, has suggested the following thoughts.

The Bible cannot be held sectarian, except by such as hold to some other standard of religion and practice, or to none at all. If a man believes in the Koran, the Bible, of course, is sectarian to him, and his conscience will be opposed to its use in schools. If Confucius, or Zoroaster, is his teacher, instead of Jesus Christ, he will not wish or think it right for the Bible to be read in the public schools.

So, prayer to Jehovah, at the opening and close of school, cannot, one would think, be objected to, except by those who believe rather in praying to Jupiter, or Mars, or Mammon, or to nothing at all. All who really believe in Jehovah, believe that he ought to be worshipped and invoked, on all important

occasions at least; and the heathen did, and now do, no less to their supposed deities on all important, and many unimportant occasions. A Jew, of course, would not approve my praying to Christ at the opening of my school; a Catholic would not approve my praying to Him except through Mary; and a Mahommedan would demand a recognition of Mahomet as God's greatest prophet, and a Chinese would say, "Worship my Buddha, or nothing."

Now, how many in all, in any one of our States, would be found to object on these grounds, and such as these, to the use of the Bible, and the practice of prayer to Jehovah in our public schools? Comparatively few in our States, and of these few, not one is *obliged* to send his children to the Bible-reading, God-worshipping school. Every one sends, if he sends at all, of his own motion and choice, and should therefore take, without a word of complaint on the score of conscience, such a school as the majority give him. If he thinks the Bible and prayer hurt his children, let him take them away, and suffer the overwhelming majority of parents to have, and to keep up, such schools as they conscientiously believe alone fitted to train their children in the way they should go.

Do you say, the property of these conscientious objectors should not then be taken to support schools of whose privileges they cannot conscientiously avail themselves? Very well, remit their taxes. Yet the property of Friends is taxed to support the government of the Union; and if the government should use the proceeds of such taxes to carry on war, which is everywhere and in all cases against the principles and consciences of the Friends, who but themselves would vote to pay them back their taxes? No man but a Friend would hesitate to use for war purposes the portion of duties paid by Friends, their conscience to the contrary notwithstanding. The sect of Friends must leave the country to escape the oppression: the Catholic, or Jew, has only to take his children from school, and submit to the loss of his amount of the taxes. The Friend's conscience is still wounded, if the war, or even military armaments go on, and his money goes to support them; the sectarian saves his conscience by saving his children from the contamination of the school, since certainly *his* conscience cannot be hurt by others having and improving such a school as their own consciences and principles demand.

Again, our Legislatures, State and National, sometimes have preaching, and almost always open every morning session with prayer. Why do not Catholics, and all the objectors to the recognition of any religion by the State, object to this? Why not object to the Yearly Sermon before our General Court, and the morning prayers of the chaplains in each House of the

Legislature? Why not object to the opening of the sessions of our Civil Courts with prayer? All this is certainly public recognition of religion, and even of Christianity. It is intended and avowed to be so. Why not be thorough-going, and claim that the State shall wholly ignore God and all religion, rather than only ask that our children shall not be nursed in the faith of the Bible and the fear of God within the walls of our public schools?

Again, and lastly, what reason can be given why there should be religious services, and religious instruction for a college on week days, which does not equally apply to any and every school?

ANSWER TO THE PETITION OF MASTER PETER JONES.

MASTER PETER JONES,

YOUR petition, addressed to the Teachers of the State, has been carefully read and weighed, and we are glad that you have made a clean breast of your troubles. It is very plain that you have pored over them long enough, and have come to a point where you need counsel and help. We will try what can be done for you.

The first question is between your own small and neat piece of gum and your master's big and dirty piece of tobacco. We must give judgment against your master for chewing tobacco at all, especially when he undertakes to stop all like operation of others' jaws. Are you quite sure it is tobacco that he chews? Perhaps it is something else. We beg you to make yourself very sure of the fact, and also not to overstate the size of your master's quids. If he does chew tobacco as you say, we will not spare him, though he be our brother. But then, we really think you might better throw your own gum into the next ditch too. The only earthly use of chewing it must be to give employment to your jaws, and if you are as smart a fellow at your Johnny cake and doughnuts as we take you to be, your jaws will answer the purpose they were made for without any additional training. We therefore advise you, even if your master does not leave off his tobacco, to leave off your gum as soon as you can say Jack Robinson; and if you do so, though you are not knee-high to the master, you will certainly be a man before he is, unless he follows suit.

Again, it seems your master requires you to be punctual, without being punctual himself. Perhaps he is sometimes necessarily detained. The parents of scholars do sometimes call on

the teachers of their children, and even overstay their time. See if your teacher is not detained in that way; and if he is, it plainly would not excuse you for being tardy; nor should you find fault with him. But if he is really *unfaithful* in this respect, he is greatly to blame, and is unworthy of your confidence. Still, we hope *you* will be punctual, though your master is not. Do not let his bad habits hinder you from forming good ones.

We strongly advise you not to take advantage of the calms and lulls of your master's temper, to do anything so vulgar as eating in school. The propriety of the rule should be enough for you. It would be a very bad plan for you to do everything that you find you are not punished for at once. It would just set your heart fully in you to do all sorts of iniquity. Perhaps your master means to let you alone, and see what you will do. He wants to try you, it may be, and find out whether you will do right without being blamed and punished for doing wrong. One thing is very certain, and we beg you to think of it every night before you go to bed, every morning when you rise, and every time in the day when you are tempted to do evil—that if you cannot be kept back from evil except by punishment, you will in the end have plenty of it.

We do not doubt that you justly complain of your teachers for forgetting that you are yet a boy. We sometimes forget ourselves that we were once boys, and that what is easy to us now, was then hard. But we try to remember the days of our youth, and what short and slow steps we took when we first started to climb what they call the Hill of Science. We remember slipping a good many times, and stopping and loitering a good many more. So you have our sympathy on this point; only, if you would keep it alive, you must always do just as well as you can.

Then, as to the cut-and-dried examinations. If your master makes it a point and practice to show you off in such a way as that, of course you cannot respect him, as it is exceedingly desirable you should be able to do. But you can still do your part well in the examination, though it should be repeated the fortieth time, and that will improve *you*, though it may justly disgrace the master.

Finally, always do *your* duty, even though your master should never do his, and you will have a reward a great deal richer and better than you can now possibly imagine.

LETTER TO A TEACHER ON SPELLING.

You are pleased to ask of me a description of my mode of conducting spelling exercises. There is nothing remarkable about it, but, as it elicits the interest of the pupils, it is a good exercise in my school. I will give you one of my plans by detailing an exercise. I inform the school in the morning, that, in the afternoon, I shall hear them spell the names of the books in the Bible. I leave the last half hour of school time for the spelling exercise. I arrange the pupils in a class, and put forth the words distinctly, once. I make no sign to denote whether the spelling is correct or not, but, whichever it may be, give the next word, and so on. The first one spells Genesis, the second Exodus, the third Leviticus, the fourth Numbers, all right, the fifth spells Deuteronomy, with an extra e after the r. I pass on, and give Joshua to the next, who spells it right; but by and by we come to a scholar who is wide awake, who, when her word is given, spells Deuteronomy. Whose word was that, Susan? How did Mary spell it? She replies correctly, and takes her place above the pupils, both those who failed to notice the mistake, and the one who misspelt the word. As we go on, we come to one, who, instead of spelling her word, spells a previous word, Chronicles, for instance; spelling it wrong, whereas the first was correct. The teacher takes no notice of this spelling, but gives the proper word to the next. The one who notices the failure on Chronicles, and corrects it, goes above as before.

Galatians, Philippians, Colossians, and Thessalonians, are test words, which are apt to be corrected, whether they are at first spelled right or wrong. If a word does not get corrected till the class have spelt once round, and the head scholar does not notice the failure, any one after her may, by correcting it, get the head. Generally, I call failing to pronounce each syllable as it is spelt, a failure. I find many scholars who syllable words after this fashion; N e Ne h e he Nehe m i mi Nehemi a h Nehemiah, which is a falsehood, as I tell them, for ah does not spell Nehemiah. Sometimes we give them, not merely to spell, but also to learn the names of these books, in order, and instead of giving out the words myself, the first pupil spells the first book, the second the next, and so on, and if a pupil does not spell the book in order, it is a failure, and the one who sets the matter right gets the place. The scholar at the head at the end of the exercise, goes to the foot, before the numbering for the next day. We frequently repeat this exercise two, three, or four days in succession, the poorer and smaller scholars having regular lessons in the spelling-book besides. No exercise in school secures more interest and attention from the pupils.

After the lesson on Bible books is learned, we give them to spell the names of the states and territories of the United States. This is conducted on the same plan, but sometimes we require them to spell without dictation. The first spells what state she pleases, the second ditto, and so on. It is a failure to spell over any one, unless it were misspelt. This secures attention, and employs their faculties thoroughly. The next day they are given the capitals of these states and territories, which, if dictated at all, are dictated in this way. You may spell the capital of Maine; to the next, You may spell the capital of Georgia; to the next, You may spell the capital of California, and so forth. The third exercise is, to have both states and capitals spelt, one scholar spelling the state, and the next its capital, or, one the capital and the next the state. After this lesson is learned, the countries and capitals of Europe are treated to the same usage, and so those of Asia. The names of all the text-books used in school, the months of the year, and the days of the week, are another general exercise in spelling. Sometimes we spell the spelling-book through, and, in our small spelling classes, I adopt the same plan of leaving it to the class itself, to correct every mistake, and it is a rare thing, that I have to say at the close of a spelling lesson, There is one word which no one of you knows how to spell. I have sometimes had the list of irregular verbs recited in the same fashion.

Resident Editors' Table.

GEORGE ALLEN, Jr., ...*Boston.*
C. J. CAPEN, ...*Dedham.*
} Resident Editors. {
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, *W. Newton.*

MASSACHUSETTS TEACHERS' ASSOCIATION.

The Board of Directors of the Massachusetts Teachers' Association met, according to adjournment, at the Latin School House, Bedford street, Boston, Saturday, March 11th ult. Present, Messrs. Stearns, Cowles, Hammond, Allen, Tweed, Kneeland, Putnam, and Capen.

Mr. Allen, Chairman of the Committee appointed to consider the subject of reimbursing gentlemen who had been at pecuniary sacrifice in aid of the "Massachusetts Teacher," reported the aggregate amount of claims to be $143.00, and that the Committee recommended the payment of the same. The report was accepted and adopted.

Mr. Kneeland, Chairman of the Committee on Seal and Certificate, reported, for the Committee, that they had attended

to the duty assigned them. Mr. Kneeland presented specimens of design for a seal or stamp for the consideration of the Board. It was deemed advisable by the Committee that no action should be taken by them in regard to a form of certificate of membership. They recommended that a design should be engraved, and apparatus furnished the Secretary for stamping, and also that a plate, with the same design, be furnished the Publisher of the "Massachusetts Teacher," in order that the seal of the Association may appear upon that Journal. The Committee was excused from further action in regard to a form of certificate, and the report was accepted. The same Committee were vested with discretionary power to carry out their recommendations.

Voted, that the Secretary be instructed to carry out the provision of the constitution in regard to Certificates of Membership.

The Committee on "Publication of Transactions," reported that no progress had as yet been made in the publication of the second volume, and asked for further instructions. The same Committee were vested with full power to act as they should deem best for the Association, in regard both to the disposal of the first volume of Transactions, and the publication of a second volume.

The Board then proceeded to the choice of three gentlemen as lecturers for the next meeting; which will be held in Northampton, on the Monday and Tuesday next preceding the annual Thanksgiving.

Messrs. Stearns, Allen, and Capen, of Boston, and Parish and Strong, of Springfield, were appointed a Committee to make all necessary arrangements for said meeting.

The Board then adjourned, *sine die*.

CHAS. J. CAPEN,
Secretary M. T. A.

Boston, March 11th, 1854.

PERSONAL ITEMS.

Mr. E. F. Strong, formerly Principal of the Public School at Rockville, has been appointed Principal of the Public and High School in West Meriden, Conn., with a salary of $700.

Mr. P. W. Bartlett has been promoted from the sub-Mastership of the Hancock School, Boston, to the Mastership of the Chapman School for Girls, East Boston. Salary, $1800.

Mr. Robert Bickford, of the Somerville High School, succeeds Mr. Bartlett.

Mr. Jonathan Battles vacates the office which he has ably filled for more than eighteen years as a teacher, first in the Hawes School, afterwards in the Mather School, South Boston. This change is rendered necessary by the plan of consolidation now going on in the Boston City Schools, a plan which we believe will be attended with lasting benefit to the city, although with the loss of some able teachers. Having formerly been a pupil under Mr. Battles, we can bear personal testimony to his faithfulness and ability as a teacher; and all who know him will attest his worth as a man and a Christian. We are happy to see so high an appreciation of his services by his co-laborers and pupils as is chronicled in the following account taken from the "Evening Traveller" of March 2d.

INTERESTING SCENE IN ONE OF OUR PUBLIC SCHOOLS.—By an order of the Grammar School Committee, the Mather School, South Boston, which has since its complete organization in Aug., 1843, been under the charge of two principals, Josiah A. Stearns, Esq., and Jonathan Battles, Esq., as Grammar and Writing Masters, is to be a single-headed school on and after to-day, with Mr. Stearns, Grammar Master, as Principal. Mr. Battles, the Writing Master, has been for some eighteen years a most successful and beloved teacher in South Boston, and the occasion of his leaving is a matter of deep regret to both pupils and parents.

Yesterday afternoon, the regular exercises of the school were omitted, and the pupils, both male and female, gathered in the Writing Room to bid Mr. Battles farewell. Master James H. Saville, in a most affectionate address in behalf of the boys of the school, presented Mr. Battles a beautiful silver salver, appropriately inscribed. Mr. Battles acknowledged the gift in a touching manner, alluding to the pleasant relations he had sustained to the school, and the deep interest he should ever feel in its welfare.

Miss McFarlane then arose and presented him in behalf of the misses in the school, a valuable silver pitcher. This Mr. Battles also received with grateful acknowledgments. Mr. Stearns, his colleague, next desired permission to make a few remarks, and in a happy address, presented a most elegant pitcher valued at $100.

This pitcher was the united gift of the teachers of the school, and was appropriately inscribed, and bore a wreath of oak leaf, a sacred emblem of the Mather School, recalling as it does memories of the late patron of the school, Amos Lawrence, Esq.

The teachers' gift was entirely unexpected, and Mr. Battles with difficulty restrained his feelings sufficiently to return thanks. Hardly had Mr. Stearns concluded, when the youngest boy in

school presented Mr. Battles with a Bible for his "little Eddy," as he said. A little girl followed with a Bible for "Katy at home," and another miss presented him with another Bible, for a second daughter of Mr. Battles. The scene was one of great interest, and will never be forgotten by those who participated in it. At the conclusion of the ceremonies, a heartfelt farewell was given Mr. Battles, and he was escorted to a carriage waiting at the door to convey him to his residence in Dorchester, to which place he was accompanied by a delegation of the pupils.

Mr. Battles has been one of the most faithful teachers of Boston, and we cannot but regret that the youth of South Boston are to lose the benefit of his instructions. We had hoped that his services would have been secured for another school, but learn that he contemplates entering the mercantile business. He retires with the best wishes of all those who have ever been under his charge, and of the parents of his pupils.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

PRIZE ESSAY.

THE Hampden County Teachers' Association offers a prize of twenty dollars, for the best essay on the "Relative Duties of Parents and Teachers in the Education of the Young." It is desirable that the treatises should be brief, and confined to a *perspicuous* explanation of the subject. Each production should be accompanied by a sealed envelope, containing the name of the author, and no envelope will be opened except the one accompanying the successful essay. The essays should be forwarded to the Secretary, L. Scott, Esq., of Springfield, on or before the first of May next. The prize will be awarded by a disinterested committee, appointed by the officers of the Association.

CHARLES BARROWS, *President.*

Springfield, February 25, 1854.

TEACHERS' INSTITUTES.

Hopkinton, April 17th — 22d.
Lancaster, May 1st — 6th.
Athol, May 8th — 13th.

CITY TEACHERS' INSTITUTES.

Newburyport, April 10th — 15th.
Worcester, April 24th — 29th.

The City Institutes commence on Monday evening with a lecture from Prof. Agassiz.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 5.] ELBRIDGE SMITH, Editor of this Number. [,May, 1854.

THE SELF-REPORTING SYSTEM.

In discussing this subject, we have no favorite system of school-government to defend, nor any new theories of discipline to advance. We wish simply to ascertain what is the best method of cultivating and developing the moral faculties of scholars. Not merely how a school may be most easily governed; for to secure and promote the proper moral culture of a school requires no less the rarest skill and most earnest efforts of the teacher, than to secure and promote the intellectual culture. Tell us, indeed, how to secure a high moral tone to a school, and there need be but little solicitude in regard to its intellectual progress.

No really Christian teacher who sympathizes with the American system of public education, and realizes upon what the stability of our government depends, will fail to make it his primary object, whatever be the sacrifice, to instil into the minds of his scholars the principles of morality and pure religion; and to enjoin upon them the "practice of honesty, sobriety, industry, humility, benevolence, and all the consenting virtues." We, therefore, are not contending for the "order and quiet" of a school, though these are by no means to be forgotten, but we have in view the "moral purity of our pupils."

In a recent number of the Teacher appeared an article on "The Self-Reporting System;" and we were not a little surprised at the manner in which the writer there discussed the subject. We believe he wholly misconceives the teacher's vocation; his reasoning, therefore, becomes false; and his illustrations, though certainly amusing, for they were couched in flippant style, have neither point nor relevancy.

He condemns without hesitation the teacher who in his school government makes "order and quiet" his prominent object; such a one he dismisses at once as incorrigible; the plain implication is, that the teacher who secures "order and quiet" in his school by the self-reporting system, "is both dishonest and unjust." Yet in almost the same sentence he brings up to our minds, in order to show the absurdity of such a teacher's course, and, too, for his imitation, a police court; the only object of which, every one knows, is to secure "order and quiet" to the community; no one expects anything more; nor would any one claim for a moment, that it is the province of our courts to give moral instruction, or to cultivate the moral powers in the least degree.

Nor does the beauty of his illustration cease here. This court which he brings up for the teacher's imitation, adopts the very course which he so deprecates. The first thing done after the prisoner is brought forward for trial, is to ask him, under the most solemn forms of law, whether he is guilty or not. Is not this the self-reporting system? And as the prisoner not unfrequently answers "not guilty," when in reality he is as guilty as sin can make him, so we suppose the writer of the article alluded to, would have the scholar do; so long as he hopes the teacher has not evidence enough to convict him, let him with a lie upon his lips persist in denying the whole transaction. This, forsooth, is the way in which the teacher should secure the "moral purity of his pupils."

We cannot believe the article was written by a teacher; for it is sad to think that one who is placed in charge of the moral and intellectual training of our youth, should so misconceive his vocation as to liken it to that of a judge on the bench in a criminal court. Can the "honest, faithful, religious teacher" enter his school-room in the morning, and look down upon his scholars as the judge looks upon the prisoners in the box? In the strict and faithful discharge of their respective functions, the teacher and judge have very few things in common. It is absurd to hold up one as a pattern for the other. In the office of the judge, we only contemplate the prevention of crime through the fear of the sentence or punishment. The judge interprets the law, and pronounces the sentence; and here his duty as a judge ceases. But is this the condition of things in a good school? Is the scholar led on in the path of virtue, shunning habitually whatever is evil, and cleaving unto the good, practising benevolence and conscientiously adhering to truth and honesty, by the fear of castigation? Is he animated to intellectual exertion, heartily devoting himself with unremitting industry to the pursuit of scientific truth, by the dread of the threatened lash? Does he regard the teacher as one who by virtue of his office, makes it his

object, first, to convict him of some misdeed, and then to inflict the penalty? In fine, are the relations existing between the instructor and his pupil in any respect similar to those existing between the judge and the criminal? Do parents send their sons and daughters to school, as the State sends its criminals to court? "Of the honest, faithful, religious teacher," we ask these questions, and of those who compare the school-room to the court-room. No candid person can regard these places as similar. The one is the scene of a cold and formal administration of law, where the whole time and effort are employed on three questions—What is the statute? Has the prisoner violated it? What is the penalty? The other is the scene of kindlier relations, where teacher and scholar, their interests being common, are reciprocally attached, and where their finer feelings and nobler powers are to be cultivated and harmoniously strengthened. It is the work of the court-room to hew down corrupt trees and cast them into the fire; of the school-room, to cultivate and prepare trees that shall bring forth good fruit.

The writer would make the impracticability of the self-reporting system apparent, by showing how impracticable it would be for a city or State to require men to go to the "proper officer," and report all their "crimes," "misdemeanors," and "meanness." Were there any parallelism in the two cases, his illustration might have some force; but that there is any, we shall not admit, till he shows that the relations between the pupil and his instructor are similar to those between public offenders and the constable;—till he shows that the duties of policemen are similar to those of the instructors of our youth.

Again, what practical teacher in the Commonwealth of Massachusetts would in good faith compare himself, surrounded by his scholars, to a Roman nobleman with his slaves two thousand years ago,—slaves taken from the savage wilds of Gaul, who feared not death itself more than to say any thing prejudicial to the interest of their master? What teacher would liken his scholars to a class of beings who were scarcely admitted to possess a moral nature? And much less was it desirable that they should possess one; for they were taught, encouraged and expected to do and say any thing at any time, however false it might be, for the benefit of their master; nay, for the slightest fault they were liable to be thrown into the fish-ponds, there to putrify till consumed by fishes.

The writer inquires if "the teachers of New England have just discovered a secret in human government, which the wise men of all ages have never dreamed of." Can it be that he in his admiration of courts and policemen, has been unable to read his Bible? If we mistake not, our first parents even were called upon to report respecting themselves: "And the Lord

God said, What is this that thou hast done?" We know not the writer's views on moral depravity; it may be, however, that he would ascribe the present fallen condition of our race to the fact that Adam and Eve were subjected to self-reporting; their "moral purity" was "trifled with and impaired" by "rewarding falsehood and discouraging honesty;" Adam was induced to throw the blame upon Eve; and Eve, to throw it upon the serpent. And the writer would now step forward to suggest that courts and policemen will

"Restore us, and regain the blissful seat."

Throughout the Scriptures from Adam downward, we find the confession of sins enjoined upon men; this is a condition of pardon; the tenor of the Old Testament from Genesis to Malachi, on this subject, may be expressed by a passage from the Levitical law; — "And it shall be, when he shall be guilty in one of these things, that he shall confess that he hath sinned in that thing." And the New Testament is hardly less explicit; a passage from James contains its spirit; — "Confess your faults one to another, that you may be healed." Now when the Moral Governor of the universe has from the creation enjoined upon man the confession of his faults, and has written out the injunction in "characters of living light," that a candid person should say, that it "has never been dreamed of" in "all ages past," seems difficult to be understood by us.

The teachers of New England will not acknowledge that they have "discovered a secret in human government." But in giving moral instruction, they rely on the Bible as their moral guide; the principles and practice there inculcated they think safe to be inculcated in their schools.

The writer "conceives the true question for discussion to be this: Does the practice of self-reporting reward falsehood and discourage honesty, and thereby trifle with and impair the moral purity of the young?" We are willing to join issue with him on this question; for we do not believe the self-reporting system encourages deception to so great an extent as that system into which self-reporting does not enter as an element. But suppose some dishonesty should be met with in the practice of the self-reporting system; we should not consider it remarkable, nor should we therefore at once condemn the system. Shall we condemn and repudiate all trade and commerce, because they admit of deception and dishonesty? Nay, because a man may be induced to deceive from the hope of thereby gaining some advantage? What business or position in life will not admit of deception, and some imaginary advantage in consequence? Though it may be sad to admit that there is no such position, it is nevertheless true, and probably will continue so till we are differently constituted.

Under the self-reporting system the scholar is not only responsible to the teacher, but likewise to himself. His own conscience is constantly his monitor, restraining him all the time. He knows that he must acknowledge or deny every act of disobedience. But suppose he is called to account only for those things which he is caught doing. Is not the great restraint removed? Will he not be calculating the chances of escape? For there is a possibility of his escaping. And what can be more painful than to contemplate a boy debating in his own mind, before committing a wrong deed, the chances of his eluding detection? In the self-reporting system there is no possibility of his escaping. He cannot debate the question for a moment; for he is continually answerable to his own conscience, and not merely to the teacher's eyes. In one case the responsibility of the scholar's acts is on the teacher, in the other on the scholar himself. If the teacher's back is turned, what is the restraint? For he is virtually told that he may do all he can unseen; but if he is caught, then must he suffer. Now to boys full of the vivacity and roguery natural to youth, what greater temptation could be offered? Yet we are told, that in the self-reporting system, we lay great temptation before the scholar. Let us say to our boys, "You must not do thus and so. If you do, you shall be severely punished: but we shall punish you only for what we see you do." What would be the effect? Would it not be precisely like the old Spartan mode of training their youth? "Here, boys, we shall give you no food. If you can furtively obtain it without being detected, very well. But if you are taken in the act, then shall you suffer severely." Would not the legitimate, the inevitable result, as with the Spartans, be, that our boys would be trained up polished deceivers? Our public schools, the pride of New England, the public nurseries of deception! Well may our fathers feel solicitous that increased attention should be given to moral instruction in our schools.

The self-reporting system supposes the scholar to be called on to report respecting his own conduct, he knowing from the outset that he will be thus called on. The rules of school must be few and simple. The scholar must be made clearly to see the reasonableness of these, and his obligation to obey them both for his own good and that of the school: this done, he will clearly understand and feel that it is wrong for him to disobey them. All this must be done in the outset. The scholars must also understand that the teacher is their friend; that his object is their good; that he is there to teach and not to oppress them; that he reposes confidence in them; for nothing is more painful to a scholar than to feel that he has lost the confidence of his teacher: he, like his superiors, desires to be confided in, and to

show himself worthy of that confidence. The teacher must enter the school-room as the friend and benefactor of his scholars. They go to him for explanations in their studies: and if they commit errors or get mistaken views, having a scholar-like spirit they will wish to be set right by their teacher. So should it be in respect to their conduct and morals. Their state of mind towards the teacher should be that of confidence, of trustfulness, of respect, of affection.

Now suppose a scholar to violate one of the rules: by so doing he has violated his own sense of right; he has committed an injury on his moral being; his conscience suffers. And how is he to repair the injury thus done to his moral nature? By cloaking the transgression and keeping it forever a secret, or by frankly and honestly confessing it? The latter, we contend, is the only way in which the moral wound can be healed; the only way in which the scholar can settle with his own conscience the matter between himself and his teacher; the only way by which he can be made to respect himself when he thinks of his act afterwards. Every scholar should be made to take pride in sustaining an integrity and purity of character; not a character which may appear pure and unsullied to others; but a character for the integrity of which his own conscience can vouch. The question with him should be, not whether the act is known or unknown, but whether it is done. He should also be made to feel that it is highly dishonorable to receive credit for more than he deserves. We have known scholars, and would that the number were larger, who would not recite what had been told them in the class by way of prompting by one seated near them. This was as it should be.

Suppose something to occur in the school-room, which occasions disturbance. The teacher knows not its origin; but if he expects to maintain good order, he must examine the matter. If the self-reporting system prevails, he has only to ask what occasioned the disturbance. The offender must raise his hand at once; we say *must*, for his fellows will not tolerate his indirectly imputing the fault to the whole school. "He leaves the teacher to think," say they, "that we are all conniving or concerned in the confusion, which is wrong and unjust, for we are verily innocent." But if the other system prevails and is carried out strictly, the teacher cannot ascertain the offender, unless he happened to see him; he must ask no questions, lest he lay the temptation before the boy to lie. He is completely tied, and cannot take a step. The culprit is left to triumph in his wrong doing, — in his victory over his teacher.

The state of feeling between the teacher and scholar, which is supposed under the self-reporting system, is not supposed under the other system. There will be a feeling of shyness

awakened in the scholar towards the teacher; and once awakened, it is next to impossible to eradicate it. He feels that the teacher is watching him. He is, indeed, told virtually, that he is morally incapable of regulating his own conduct: in his weakness and imbecility his own acts are beyond his control; such is his fallen nature, such his moral depravity, and such is the irresistible temptation to do wrong, that he must give up the responsibility of his act to another. We can have no charity for such reasoning. Let there be such confidence existing between the teacher and scholar, that each shall be ready to trust the other, feeling that the interests of both are common. Let scholars feel that they are to be treated like men; then will they demean themselves like men.

It is said that the self-reporting system lays before the scholar a temptation to add falsehood to transgression. Instead of operating thus, it is intended to go, and we believe does go farther back, even to the root of the matter. It operates as one of the strongest barriers against the *transgression*. So far, then, from presenting temptation to add falsehood to transgression, it prevents the *occasion* of any falsehood, viz.: — the transgression itself. As under God's moral government, the belief in a future retribution operates as one of the most powerful preventives of evil; so in the case before us; though some need no such restraint, but act from principle, yet multitudes, no doubt, are kept from doing wrong by the belief in what must follow.

But let us extend the reasoning of those who oppose the self-reporting system a little farther. If it will hold good in a school, it will hold good elsewhere. For the laws of the moral world are not suspended as soon as we pass the door of the school-room. Apply their reasoning to family government; and the school is only an extension of the family government; the teacher is "in loco parentis." Every time the parent calls his child to account for any suspected ill conduct, he places the temptation before the child to tell a falsehood, and therefore ought not to call his child to such account. Whose feelings do not recoil from such a conclusion? What! a father has not the right to call his child to account? Why, it would strike at the very foundation of the social compact. Every father knows and feels it to be his duty to look after his child, and call him properly to account; and the child feels his responsibility to his father. When Washington's father, suspecting him, asked if he knew who killed the cherry tree in the garden, great injustice, we suppose, was done George; a strong temptation was placed before him; his father was dealing dangerously with him. Not so. George's noble nature rose superior to the temptation. His moral courage and strength came to his aid. "I can't tell a lie, father, you know I can't tell a lie. I did cut it with my hatchet."

Well might the father embrace his son, and exclaim, "Such a victory is worth a thousand trees all blossoming with silver — nay, all loaded with gold." This was a noble confession. Every boy feels that it was a noble one. And was George injured by it? No. "Thrice happy he," and thrice benefited. His regard for truth was strengthened; his moral power over himself was increased. Could he not tell a lie before? Ten thousand times harder would it be for him to tell a lie afterward. Where the self-reporting system prevails, we would frequently enliven and exercise their perception of the right and noble, by relating to the scholars such anecdotes as this. Let their moral sense be required to judge of the good and bad in others, as well as in themselves. Let their consciences be kept constantly awake.

But why the idea of temptation in a *school* so repulsive? Let scholars go out of the school-house, and temptations will beset them on every hand. Not a day, nor perhaps an hour, even, passes, but a man meets with temptation in some form. Shall the shop-keepers modestly conceal their finest articles in some back room, lest the juvenile passer-by may be tempted to covet? Paradise itself was not without temptation, placed there too by the Moral Governor of the world. Would there be any merit or virtue in a man's doing right, when he had no temptation to do wrong? Certainly not. Can it be expected then, that the school-room will be free from all temptation? Would it be desirable even, if possible? Would we have our youth trained up and educated to a state of things wholly at variance with that in which they must spend the greater part of their lives? Would it not be cruel thus to leave them wholly unaccustomed to and ignorant of the trials with which they must ever be contending? Let a regard for their welfare, let justice and reason supply the answer.

In our schools we are preparing our youth to perform manfully their part in the business of active life. Let them be armed, then, for the contest. Let their moral faculties be so cultivated and strengthened, their power of resisting temptation so fortified, that they may pass through the conflict unscathed. "The victory of fallen men lies not in innocence but in tried virtue." "Blessed is he that overcometh."

But some, it will be said, do tell a falsehood to conceal the transgression. We shall not deny it. But it is not the result of the self-reporting system; nor is the system at all responsible for it. There may be evil in an organization, and yet the organization be in no way responsible for it. The organization may tend directly against the evil; as we believe it does in the case before us. The Church is doing more for the moral renovation of mankind than all other agents combined; yet some grossly

wicked men connive to enter within its pale. But is the Church the cause of their wickedness? Is it to be pronounced a bad institution because some abuse its design?

We are enjoying the very best form of government under heaven. Yet some of the most heinous crimes recorded have been committed in spite of our laws. Will any one say that these crimes are the result of our government? And that our laws are therefore bad?

If a scholar will lie to hide a fault, it is not the effect of our system; it is the system which enables us to know what the scholar would do if he had the opportunity. He has the disposition, and all that is wanting for him to show it, is an occasion. Had Ananias and Sapphira been free from all blame without Peter's question? Was Peter the cause of the lie, and therefore responsible for it? The result, we think, proved otherwise.

Because a physician prescribes an emetic for his patient, which causes him to throw up corruption and bile, does it follow that the physician produced the bile and corruption, and is responsible for them? Not at all; he has only shown the real state of the patient's stomach, which was before unknown; he now knows what further medicine to prescribe for the patient's recovery. So in the self-reporting system; we soon find out a scholar's moral diseases, if he has any, and can then put him under such treatment as will restore him to moral health. So long as a scholar has no opportunity of showing his faults and weaknesses, so long will they remain uncorrected.

It is sometimes objected, that a scholar, in reporting his own ill conduct in the presence of his school-mates, is subjected to embarrassment, shame and disgrace. If a boy does wrong in school, is it not known by more or less of the scholars, whether he reports it or not? It is very seldom that a boy in school is alone in his wrong-doing. Which, then, would be the greater shame and disgrace; — to have the name of honestly and frankly confessing a wrong, or to have the name of doing wrong, and in addition to that in a cowardly manner lying about it? For if he has done wrong, he must have one name or the other. No shame in committing the offence, in violating his own sense of right and that of others; no shame in infringing on the rights of his school-fellows by annoying them, disturbing the school, and taking their time! No shame in *doing* all this, but there is shame in owning it!

Teachers know that there is a sense of honor among boys, as well as among men. They will not countenance or tolerate a lie for a moment: they are as sensitive on the point of deception or equivocation, as their seniors. Let one of their number be known to falsify, and they are shocked; no sooner do they get

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If a scholar will lie to hide a fault, it is not the effect of our system; it is the system which enables us to know what the scholar would do if he had the opportunity. He has the disposition, and all that is wanting for him to show it, is an occasion. Had Ananias and Sapphira been free from all blame without Peter's question? Was Peter the cause of the lie, and therefore responsible for it? The result, we think, proved otherwise.

Because a physician prescribes an emetic for his patient, which causes him to throw up corruption and bile, does it follow that the physician produced the bile and corruption, and is responsible for them? Not at all; he has only shown the real state of the patient's stomach, which was before unknown; he now knows what further medicine to prescribe for the patient's recovery. So in the self-reporting system; we soon find out a scholar's moral diseases, if he has any, and can then put him under such treatment as will restore him to moral health. So long as a scholar has no opportunity of showing his faults and weaknesses, so long will they remain uncorrected.

It is sometimes objected, that a scholar, in reporting his own ill conduct in the presence of his school-mates, is subjected to embarrassment, shame and disgrace. If a boy does wrong in school, is it not known by more or less of the scholars, whether he reports it or not? It is very seldom that a boy in school is alone in his wrong-doing. Which, then, would be the greater shame and disgrace; — to have the name of honestly and frankly confessing a wrong, or to have the name of doing wrong, and in addition to that in a cowardly manner lying about it? For if he has done wrong, he must have one name or the other. No shame in committing the offence, in violating his own sense of right and that of others; no shame in infringing on the rights of his school-fellows by annoying them, disturbing the school, and taking their time! No shame in *doing* all this, but there is shame in owning it!

Teachers know that there is a sense of honor among boys, as well as among men. They will not countenance or tolerate a lie for a moment: they are as sensitive on the point of deception or equivocation, as their seniors. Let one of their number be known to falsify, and they are shocked; no sooner do they get

beyond the school-house than they will attack him as common offender. More than once have we seen boys gather around a culprit of this kind, pointing their fingers at him, and throwing his offence in his teeth. A boy will not be caught in this situation more than once; he learns a lesson which he will not easily forget. He knows if he holds his rank with his fellows, that he has got to sustain a character of honor and honesty. Under these circumstances boys will have a restraining influence over each other. And what can be a happier state of things in a school? Here will the moral faculties of scholars be cultivated; and incidental to this will the order and quiet of a school be secured. Here will be a public conscience; here will be self-government.

In the "Ninth Annual Report of the Secretary of the Board of Education," we find the following language: "One of the highest and most valuable objects, to which the influences of a school can be made conducive, consists in training our children to self-government. * * * In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not trained to it, we only prepare ourselves for disappointment, if we expect it from grown men. * * * As the fitting apprenticeship for despotism consists in being trained to despotism, so the fitting apprenticeship for self-government consists in being trained to self-government; and liberty and self-imposed law are as appropriate a preparation for the subjects of an arbitrary power, as the law of force and authority is in developing and maturing those sentiments of self-respect, of honor and of dignity, which belong to a truly republican citizen."

Now it is the great and primal object of the self-reporting system, to cultivate in scholars the habit of self-government. This we believe to be its legitimate tendency. After giving them kind and judicious directions, and explaining to them the nature and reasons of school laws we trust to the scholars themselves, to some extent, the responsibility and regulation of their own conduct. Could we adopt any course which would more directly develop the power and induce the habit of self-government? If so, we shall be most thankful for the information.

Finally, we believe the self-reporting system, under a good teacher, is the best system that has yet been adopted in our schools. It endangers the moral purity of pupils less than any other; though like everything good, it may be abused. It cultivates the moral powers positively, and not merely negatively. Any discipline which is parental, must involve it more or less. The spirit of the Bible, from beginning to end, sanctions it. It is the system best calculated to prepare scholars for self-government, and to make them honest, conscientious, republican citizens.

OBSERVER.

GEOGRAPHICAL DISCIPLINE IN THE EDINBURGH HIGH SCHOOL.

BY PROFESSOR PILLANS.

THE introduction of Ancient Geography into the curriculum of High School study, was, like that of Greek, a happy innovation of my predecessor's upon its original constitution. But as the manner of teaching geography which I was led to adopt, differed materially, not only from his plan, but from any other, so far as I have been able to learn, which, till then, had been practised in the public schools of Britain, it is right that I should preface the details of geographical discipline with an exposition of the principles on which I proceeded, especially as I conceive them to lie at the foundation of all successful teaching of geography, whether it be ancient or modern.*

"I. In studying the geography of any country, the first thing to be done, after settling its boundaries, its length and breadth, and its latitude and longitude, is to acquire a knowledge, not of its civil divisions, which are conventional and fluctuating, but of its physical characters. Of these characters, which are permanent and impressed on the globe by the hand of nature, the most striking are the following:—

"1. The line of coast, where the country is maritime: 2. The mountains, either single, or in groups, or in long ranges: 3. The rivers, with their complement of tributary streams; and, 4. The valleys or *basins* which are scooped out and enclosed between the mountain ranges, and are at once watered and drained by the rivers and their tributaries. To be made acquainted with these physical features of a country, their

* Here follows, in the MS. of 1823, a long dissertation, intended to elucidate the first principles of the art of communicating geographical instruction in such a manner as to interest the minds of the young. But with this discussion I shall not try the patience of the reader; partly because the views it presents have no longer the novelty which they possessed when I first began to apply them in practical teaching; and partly, because I have stated the substance of them pretty fully in the Introduction to "Outlines of Geography, principally Ancient," published a few years ago. The portion of memoranda omitted in the text was expanded long ago into some Lectures on the subject, which are now delivered in the Junior Humanity Class in the University. I shall therefore confine myself in the text to a condensed enunciation of the principles alluded to, such as may enable the reader to understand and judge of the methods of teaching which I am about to describe. And as I had the honor of delivering one of these lectures lately to the Edinburgh Local Association of the Educational Institute of Scotland, and the Secretary, once a distinguished pupil of my own, gave an official report of the lecture to the Institute, I have adopted that document into the text, as embodying, substantially and lucidly, the statement which I wished to present to my readers.

names, numbers, and relative positions, is as necessary to the young geographer as a knowledge of the bones and great blood-vessels of the human frame is to the young anatomist. It is, in both cases, the foundation on which subsequent acquirements ought to be reared.

"II. When the learner has been thus made acquainted with the physical aspect of the country, with the principal chains of mountains, and with the names and courses of the main rivers, the next step is to follow each of these rivers from the source downwards, observing as we go along what cities or towns of importance are found either divided by it, or close upon it, or at a moderate distance from either bank. If the same process be adopted with the principal tributary streams, and if, in addition, the towns and ports on the sea-coast, where the country is maritime, be noted and named in their order, it will be found that very few places of consequence have been omitted, and that their positions are advantageously fixed in the memory when they are thus associated with the rivers, and seas, and basins, to which they belong.

"III. It is not till we have completed this outline of what has a real substantive existence in nature, that the attention of the pupil ought to be called to those divisions and sections of the territory into provinces, circles, counties, and shires, which are purely arbitrary, and have no natural character or assured permanence.

"IV. In teaching Geography as a branch of general knowledge, it is a mistake to aim at great minuteness of detail. The subject ought not to be exhausted.

"V. As, on the one hand, the memory should not be overloaded with a multitude of mere names, so, on the other, as many impressive associations as possible should be connected with the details which *are* given. In the case of towns, for example, the striking peculiarities, both in their natural, civil, political, and commercial history—all that can serve to paint them to the imagination, and distinguish them from one another by something more than the name—should find a place either in the text-book itself, or in the oral demonstration of the teacher.

"VI. With the same view of giving to the knowledge communicated a firmer hold on the memory, Modern Geography should go hand in hand with Ancient, and each be made to throw light upon the other. A very great number of modern names of places are corrupted forms of the ancient appellations, sometimes so altered that the identity of the two is not readily detected; and the modern name may often be traced back, through various changes, to some peculiarity in the natural or civil history of the place.

"VII. Finally, it will contribute to give additional interest and impressiveness to geographical instruction, as well as to improve the taste, and store the mind with rich imagery and pleasing associations, if a selection of passages from the poets of antiquity, or of modern times, in which they describe, or allude to, either the local peculiarities, or the mythological and political history of the places and scenes enumerated, be brought under the eye of the learner, and made so familiar to him as to recur along with the names, and even to be committed to memory."

There is, no doubt, an immense extent of the surface of the globe, to which the river-and-basin system cannot be profitably applied. In the Karroos and sandy deserts of Africa, in the parched solitudes of Arabia and Persia, in the table-land of Central Asia, in the Llanos and Pampas and Savannahs of America, in the Steppes of Russia both European and Asiatic, and even in the northern parts of Germany and Prussia, it would be vain to look for either river or basin. But these interminable wastes, condemned apparently to everlasting sterility, possess no interest to the young geographer, beyond the fact of their existence, and their position relative to the habitable parts of the earth. Still less claim have they on the attention of the youthful student of the classics, seeing that to the ancients they were entirely unknown. The countries inhabited, subdued, colonized and civilized by them, all, with two exceptions,* touched in some point or other the waters of the Mediterranean, or of its cognate seas; and from the shores of the Mediterranean have come to us, as Dr. Johnson long ago remarked, all our religion, almost all our laws, almost all our arts, almost everything that sets us above savages. Now, to the countries bordering on those inland seas,—fertilized as they are and beautified by innumerable streams, and where scarce "a mountain rears its head unsung,"—the river-and-basin system is eminently applicable: and as it was with those countries I had chiefly to do, it occurred to me that I might take advantage of it, to give interest and impressiveness to my geographical lessons.

If the soundness of the principles stated above be granted, it follows that an engraved map,—having its full complement of provinces, counties, and towns, with their names at full length in letters of all sizes, its dotted lines of boundary, its meridians, and its parallels of latitude,—is not the proper instrument to use in teaching the geography of a country; but that it ought to be reserved, like dictionaries in learning a language, for occasional consultation and reference.

Accordingly, I placed before my pupils, instead of a crowded and perplexing map, a large blackboard, having an unpolished

* Britain, and the Conquests of Alexander the Great.

non-reflecting surface, on which was inscribed in bold relief a delineation of the country, with its mountains, rivers, lakes, cities, and towns of note. The delineation was executed with chalks of different colors. The outline of coast was drawn with white chalk, faintly shaded on the outside with blue ; light green was employed for the mountains, light blue for the rivers and lakes, and pink for the towns. There was no marking on the board which did not indicate some existing reality, something that had visible and tangible properties ; and of such objects, those only had a place which were intended to be taught. No line, letter, or name appeared,—no index of any thing which had not a prototype in nature, unless crosses of red chalk here and there, to point out the site of a famous battle, be considered as an exception.

There was thus exhibited on the easel a sort of fac-simile of the country; so limited, however, in the number of details, as neither to distract the eye, nor confound the understanding, nor overload the memory. The varieties of color, each appropriate to the visible appearance of the object represented, were themselves no small help, both to the imagination and the memory, in picturing out and recalling to the learner's mind the principal features of a country. The teacher, then, while every boy's eye was fixed on the board, directed his pointer to the mountain ranges, with their highest peaks and offsets, not failing to notice any peculiarity in their appearance and structure. He next traced the courses of the main rivers and their principal tributaries, from fountain head to embouchure. Then, remounting to their sources, he named, as he descended with the current, the towns that were upon their banks, and along with their names, mentioned also such particulars concerning them as were worth knowing and likely to be remembered,—their ancient and modern designations, the sieges they had sustained, the battles fought under their walls, the remains of antiquity they contained, the distinguished men they had given birth to, and anything else remarkable in their natural or civil history which might tend to give them individuality, and take a hold on the memory. It contributed not a little to the same effect, that each town was no longer an insulated locality, with nothing to refer it to but the county or province to which it belonged: it was associated now with the river it was upon; and the rest of the towns father down the river, as they succeeded each other, were bound together in the memory, as it were by a common tie.

To prove how much the system I have been endeavoring to explain tends to symplify and give interest to the study of Geography, I will take, as an example, the first country which presents itself in making our proposed circuit of the Mediter-

ranean from one pillar of Hercules (the rock of Gibraltar), to the other (the African Ceuta) ;—I mean the Spanish Peninsula.

Were a traveller to land at Santander, a seaport on the Bay of Biscay, in the province of Asturias, with the intention of making his way directly south to Gibraltar, he would have to cross successively five ranges of mountains, running all from north-east to south-west, at great distances from each other ; and in travelling across each of the intermediate spaces, he would find himself alternately descending and ascending, and would have, as he descended, the current of all the mountain torrents and tributary streams *with* him, and, as he ascended, all *against* him,—travelling, in the former case *secundo flumine*, and *adverso* in the latter. And, ere he reached the end of his journey, he would have traversed four *basins* or broad valleys, each having a large river occupying its lowest level, running parallel to the mountain ranges which enclose it, and receiving all the streams that flow down their sides. And he might add to his enumeration of basins what is equivalent to a fifth, the declivity which he first ascended from the shore of the Bay of Biscay, and the slope which brought him at last to the shores of the Mediterranean.

Again, let us suppose that our traveller crosses Spain in a different direction,—from west to east,—and that he starts from Lisbon, bound for Valencia. Instead of the frequent ascendings and descendings of his former journey, he will now follow the course of the Tagus upwards by a long and gentle *ascent*, noting a number of remarkable towns in his way, till that river gradually dwindles to a slender filament of water, and he reaches at last its fountain-head on the side or summit of the lofty mountain called Sierra Molina. Pursuing his course eastward, he will not have advanced far till he fall in with another rivulet, but flowing in a direction opposite to that which he has left. This is the infant *Turiâ*, the modern Guadalaviar, by following the course and current of which he arrives at Valencia, on the eastern coast of the Mediterranean. The Sierra Molina is thus proved to be one of the summits of that crest of mountain and high ground which, stretching from north to south, forms the water-shed of the Peninsula, sending forth streams from its eastern declivity to the Mediterranean, and from its western to the Atlantic. It is from this back-bone of the country that those ranges of mountains spring, like ribs from the spine, which he crossed in his southern journey.

It was not till now, when, by views and processes such as I have described, there had been erected, in the mind of the learner, a sort of framework or *effigies* of the Peninsula as it came from the hand of nature, that, before quitting the tabular delineation of Spain, I marked off, with dotted lines, the king-

doms and principalities into which it had been subdivided by man from the time when it was a Roman province down to the present day; and took occasion to follow chronologically the fortunes of its inhabitants through the different epochs of their history, under the successive visitations of the Carthaginians, the Romans, the Goths, Visigoths, Vandals, and Saracens.

Though I was sanguine enough in my anticipations of good from this new mode of teaching Geography, yet the actual results far exceeded my expectation. Not only were the finer spirits of the class attracted, but many boys who, from indifferent previous instruction, had conceived a rooted aversion to Latin and Greek, sprang forward with alacrity in this new career, and showed, by their attitude and eye, a degree of attention and interest which I had in vain attempted to excite in them when the other lessons were in hand. Every particle of information I had given concerning any locality, every anecdote I had told, was forthcoming the moment the board was exhibited and the pointer on the spot; even the illustrations quoted from the Latin classics or our own poets, were hunted out and committed to memory. Nor was this all; boys—often from the lowest benches in the class—accepted the invitation to construct skeleton-maps of their own in imitation of those on the board; and they arrived by practice at a surprising degree of accuracy and neatness of execution. The best of these performances were fitted upon pasteboard, and hung round the room; and when the head-knowledge of the drawer was found equal to his skill in the handiwork, he was privileged to act as monitor, and to teach the substance of his own map to his fellows. So captivating was the instruction conveyed in this shape, that boys often petitioned for leave to remain in the school-room during play-hours; some for the sport of examining one another on the skeleton map, others to practise the art of making chalk outlines on a blackboard. And such dexterity and expertness did they acquire in the use of the crayons, that I abandoned the practice of drawing on this board myself, and substituted the beautiful specimens produced by my pupils for my own clumsy performances. Not a few, becoming enamoured of the study, executed maps in Indian ink, with a fuller complement of localities, and with the names inserted; and several of these, finished off with consummate taste and skill more than thirty years ago, may still be seen adorning the walls of the Humanity class-room.*

* For a particular detail of the manner in which this mode of teaching Geography was applied to the other countries bordering on the Mediterranean, and in particular, how it was brought to bear on the explanation and illustration of the classics, I must again refer the reader to the volume mentioned before, p. 109.

ON THE DIFFERENCE IN THE MANAGEMENT OF CLASSICAL SCHOOLS IN ENGLAND AND IN SCOTLAND, AND THE ADVANTAGES AND DISADVANTAGES OF BOTH.

THE acknowledged difference of national character on the opposite sides of the Tweed, may be considered partly as the cause, and partly as the effect, of the very marked diversity in the modes of public education, and the fashion of public schools in the two countries.

All the great schools of England, how widely soever they may differ in the details of teaching, agree in this respect, that the boys are separated from their parents and their homes, and form, with the head-master and his assistants, a sort of small community apart. If it be an old endowed school, such as Eton or Westminster, the boys on the foundation are boarded and lodged in a Dormitory or Long Chamber, and the rest are placed either with certain of the masters, or in what are called Dames' Houses, which are so far under control and superintendence, that each of them is visited every day by one of the masters, who calls a muster-roll of the inmates and sees that they be locked up for the night. An imaginary line round the place marks the "bounds," beyond which it is against the law of the school to go, however consistent it may be with the practice of the scholars. There are certain amusements, too, such as riding, driving, shooting, and angling, which are prohibited under severe penalties. The masters, in short, act as superintendents of the general conduct of the pupils, as well as of their proficiency in classics, and a vigilant police is kept up by frequent calling of "absences."

In Scotch grammar schools, on the other hand, the schoolboys are all what are called in England "home-boarders" or "day-scholars"—a description of pupils little known then, and not encouraged. Our public schools are places of resort to the youth during the hours of teaching, after which they separate, each to his home; and whether that home be the dwelling-place of his parents, or of some friend, or a common lodging-house, he is equally removed from all cognizance of the master, whose charge of him extends not beyond the precincts of the school.

The most obvious consequence of the English arrangement is, a much more intimate society among the boys themselves. They dwell, sometimes to the number of eighty or ninety, in the same boarding-house, and all the boarding-houses are within so small a compass, that every boy in school is known to every other. They encounter one another so frequently in the daily intercourse of life, that character is rapidly developed and formed in this

little world. A boy who has been spoiled at home, and arrives at school with an extravagant estimate of his own consequence, meets with such rebuffs at every turn, that his self-importance is soon abated, or he is fain at least to conceal it; nay, as he gains experience, he becomes in his turn an acute observer of the foibles and follies of his neighbors. Thus, by constant attrition, as it were, the angularities of character are rubbed off, and a boy acquires a knowledge of mankind and a self-possession, which, it must be admitted, betrays itself occasionally in petulance, proneness to *quiz*, and knowingness in vice; but in the better class of pupils, is shown in ease and manliness of manner, in freedom from presumptuousness and affectation, and in a perception of the ridiculous in conduct and character, which, though strong enough to observe it in others, is mainly exercised in avoiding it themselves. In short, a boy feels very early his place in society, and that he must not expect others to yield more than is his due in *their* estimation, not in his own; — a lesson of no small importance to the sons of the rich and the high-born. To this we may trace much of the influence which these schools have had in moulding the aristocracy of England, and correcting many of the faults to which the condition of their birth exposes them. Few things, indeed, have contributed more to produce that peculiar phasis of human character, of which an English gentleman is so admirable a specimen.

The practice of *fagging*, — that is, of every member of the higher forms of the school having a general command over the services of the lower boys, and having one boy in particular attached to him as a sort of domestic, — is so interwoven with English habits, that it is scarcely possible, even were it desirable, to abolish it. It is that part of the system which appears most objectionable in theory; and instances are quoted of the abuses which it has given rise to. But it ought to be remembered, that it is the abuses only that we hear of, while the salutary effects are mixed up with the general results of the whole discipline, and are neither so striking nor so easily stated. Like so many of the time-honored usages and institutions of England, it may be said to work well, against all reason and all theory. But as this is a dangerous principle to admit, and may be pleaded in vindication of every abuse, it is better to rest the defence, or apology, of *fagging*, on the argument that in large assemblages of boys living in close contact and far from their natural guardians, a regulated and well-defined authority — such as in a vast majority of cases will be exercised according to a certain law, unwritten indeed but not the less binding — is greatly to be preferred to the unrestricted right of the strongest. Big boys

are doubtless now and then found who make a cruel and capricious use of their power, but there is a check to this abuse in the custom of the school. In numberless instances the older boy is the protector and asserter of the rights of his *fag;* and though he himself may occasionally maltreat him, he will allow nobody else to do so. Besides, to the numerous pupils of these schools who are born to affluence, and doomed to be surrounded with obsequious dependents, this is often their only chance, at the time when the character is being formed for life, of profitting by the "sweet uses of adversity."

There are disadvantages, however, attending the English system of school-management, which it is impossible to overlook. Among these I fear we must reckon the danger of early initiation into vice. Such congregations of boys, associating only with one another, are a fit soil for "things rank and gross in nature" to spring up in; and though the purer spirits come out from the test to which their principles and good habits are subjected, like gold seven times tried, yet the greater proportion of ordinary minds run considerable risk of receiving a taint, from which they do not easily recover.

The same condition of things is apt to engender an indifference, and even aversion, to the studies they are sent to prosecute. Boys collected in great numbers in one place, far from home and the society of those who have a natural influence over them, are but too apt to employ their time and talents in inventing schemes of active amusement or playful mischief, and to make the sedentary occupations of the desk and the study a subordinate and very summary process. This tendency is not a little favored by the obligation the masters are under to proscribe and if possible prevent many sports, innocent and healthful in themselves, which the boys are accustomed to engage in at home, in their fathers' company, during the holidays. The very prohibition begets a desire to enjoy them, and disposes the boys to regard the masters in the light of so many tyrants arrayed against their interests, debarring them from pastimes which even *they* must look upon as harmless, and forcing upon them instruction for which they have no relish. Hence the prevalent feeling is, to take as little as may be of the learning, and have all they can of the amusement,—to reduce the former to the *minimum*, and raise the latter to the *maximum*. And hence, too, the danger of a struggle between master and pupil, each pulling opposite ways. The seeds are sown of a hostility which is only prevented, by the strictest school discipline, from showing itself in open resistance to authority. This proneness to rebel may act, indeed, as a check in preventing abuse of power on the part of the master; but the evil preponderates. Some dexterity and a happy temperament, are required in the teacher to

save him from being an object of general dislike. One of his best securities against it, is to impress his pupils with the idea that he is acting, not spontaneously nor always with a willing mind, but as the instrument, and under the compulsion, of a stern necessity. In this way, even while he is inflicting punishments, which it would be difficult to reconcile with his own notions of what is reasonable and just, he may stand acquitted of vindictiveness, by appearing as the minister of fate, appointed to enforce a system of discipline which has been established for ages, — a system which, for that very reason, is submitted to, by young Englishmen as well as old, without examination and without complaint.

It is of general tendencies to evil that I speak: there are of course numerous and honorable exceptions, — many who, were the system ever so bad, would turn out well, not by that system, but in spite of it; but the prevailing notion on the subject undoubtedly is, that teachers are task-masters who are to be thwarted, eluded, mystified, and outwitted by every lawful, or rather by every possible means. The boy who is at all times ready to embark in any scheme of strenuous idleness, and the readier if it has a seasoning of mischief in it, is a general favorite. Want of lesson brings no discredit. High talent, indeed, displayed in the business of the school, is omnipotent with boys, and never fails to attract universal and unenvying admiration; but the assiduous student who makes no blaze must carefully conceal his love of study, if he would escape having an opprobrious epithet coupled with his name.

One means of counteracting a tendency so manifest would be, to convey instruction in a very attractive form. But to this the nature of the school-room arrangements at Eton is a bar. The plan of teaching several forms or sections of the school in one room, has been already adverted to as a security against excess in punishment or indulgence of passion; but it is evident that, upon this plan, the business can scarcely go beyond plain, dry construing and parsing: so that, however well qualified a master may be to captivate the minds of youth by apt and varied illustrations, and to communicate the enthusiasm which he himself feels, the thing is next to impossible, not only from the conversational tone assumed to prevent interference, but from the presence of other masters, and the dread of being laughed at both by them and his pupils.*

* I have spoken, in the text, of things at Eton as they were known to me more than forty years ago. Much, I am aware, has been done to counteract evil tendencies under the able management of the present Provost and Head-master; and, for the removal of whatever else is amiss, we may look hopefully to those authorities of the school who have already succeeded in abolishing the ridiculous farce of Montem, and in substituting the "Eton Geography and Atlas" for the maps and text of Pomponius Mela.

The Scottish school system admits of no such mutual and general acquaintance. The boys of one class are scarcely known, even by name, to those of the other four classes; and even members of the same class, if it be very numerous, remain so little acquainted as to pass each other on the street without recognition, unless some other tie bring them together than the mere circumstance of being both taught by one and the same master. This was the case in the Rector's class also, up to the time when the adoption of monitorial divisions more thoroughly intermingled the members of it, by bringing them into closer and more frequent intercourse, and thus presenting opportunities of becoming acquainted, and of developing character. Still, however, this intercourse was within the walls of the school-room, where there could be little of that free and unreserved intercommunication of thought which cements boyish friendships; and the play-ground was too confined, and had too few facilities for youthful sports, to tempt many boys to linger or re-assemble there at play-hours, so that unless proximity of dwelling, or the mutual acquaintance of their parents, brought them together at other times, the bond which connected all the pupils of the same class was but slight, and led to few intimacies. If, however, by this system, boys have less frequent occasions of acquiring an early knowledge of the world, and a certain easy and unembarrassed demeanor, they escape also, it must be allowed, some risk of evil and contamination.

For, in the first place, there is no tendency to cabal against the master; not only because the boys are less together, but because he, not being called on to interfere with their amusements, or with their manner of employing the hours when they are out of school, is not so liable to incur their dislike or aversion. If, on a whole holiday, he meet one of his pupils on horseback, in a gig, with a fishing-rod in his hand, or even a gun over his shoulder, he wishes him a pleasant ride, or good sport, and passes on. This, no doubt, takes the responsibility of the boy's *moral* conduct, in a great measure, off the shoulders of the master, and lays it more heavily on the parent's, tutor's, or guardian's; and of this they may possibly complain. But to the master it is an incalculable advantage, not merely by relieving him of a very odious and irksome duty, but by putting it more in his power to secure the affections, and through them to influence the conduct and accelerate the proficiency of his pupils. Again, the boys of a Scotch Class, having no projects in common to which the master is not a party, are more likely to regard the school business as of prime importance, and to have it uppermost in their thoughts, both in school and at home.

When school is over for the day, the English youth repair, either to the play-ground in large bodies, or in little groups, each to pursue its own object; and, towards evening, all retire to

their respective boarding-houses, where they are consigned to study or each other's company for the rest of the day. Scotch schoolboys, on the contrary, disperse in all directions after school-hours, and see no more of each other till next morning. That part of the interval which is not given to preparation for the morrow, or to play with their particular associates, is spent in the society of their parents. This may be thought but a bad exchange for the company of their equals; and when one considers the folly and ignorance, the extremes of indulgence and severity, so common among parents where their children are concerned, one is tempted to think that, for their mutual benefit, they can scarcely see too little of each other. Nevertheless, the growing intelligence of the age, and the importance now generally attached to the right training of youth, secure, upon the whole, a reversion of good from this daily intercourse between the old and the young. And if this be true generally, I may say, without undue partiality to my native place, that nowhere is this reversion of good likely to be greater than in Edinburgh, not only from the general diffusion of education among the people of Scotland, but from the peculiar circumstances of that city. The proportion of the population who follow liberal professions is nowhere else so great. The town derives so much of its wealth and consequence from being the seat of the Courts of Law and of the University, and so little from trade or manufactures, that literature is the fashion of the place; and among the society which a boy meets with at his father's house, he is likely to imbibe much useful knowledge, or at least, to hear such importance attached to the possession of it, and such respect paid to intellectual distinction, as can hardly fail to quicken his exertions to obtain it. This effect I could distinctly trace among the successive members of the Rector's class, in the profound attention with which every kind of general information was listened to. I was encouraged, by observing this appetite for knowledge, to dilate occasionally on topics rather suggested by, than bearing upon, the lesson of the day. Classical scholars do not require to be told how frequently, in construing and prelecting on the choice writers of antiquity, opportunities present themselves to the teacher of awakening the spirit of inquiry, and giving proper direction to the moral perceptions of the young. By commenting on the events and characters which come before them in the course of the daily readings, boys may be guided, the more surely because insensibly, to correct notions and abiding impressions of the right and the wrong in principle and in conduct: — moral training much more effectual than a formal array of precepts and rules for good behavior; to which, when addressed directly to them, and professedly for their especial benefit, they are but too apt to turn a deaf ear.

I have spoken only of what may be called the external conformation of the schools in the two countries, as it affects the habits, and feelings, and manners of the youth. To describe and compare the didactic part of the discipline, the details of the school-room, the number and nature of the subjects taught, the books used, the modes of teaching, and the professional preparation, condition, and character of the teachers, in both countries, would require a volume of itself, and would be foreign to the purpose of this chapter.

A school organization which should embrace the advantages, and steer clear of the disadvantages, of the Scotch and English systems of management, is a thing to be wished rather than looked for. Diversity of national character, the prepossessions of each people in favor of its own plan, local arrangements not easy to alter, and perhaps a remnant of national jealousy still still surviving in some minds from the feuds and antipathies of former days—all conspire to prevent such a consummation. But a study and comparison of the two may suggest hints for partial and local improvement.

It would be no less ineffectual than presumptuous in me to speculate on the means of ameliorating the public schools of England: but I can scarcely be considered as stepping out of my province, if I submit, for the consideration of the authorities who preside over the grammar schools of Scotland, a few suggestions, or rather queries; with special reference, however, to that seminary, which I was so long connected with, both as pupil and teacher.*

CLAPBOARDS. These articles were originally called "cloveboards," because they were "cloven" out by hand, instead of being made with a saw as other boards. In process of time they were called cloboards, claboards,—clapboards. In the laws of the Massachusetts Colony in 1641, the price of these articles was three shillings per hundred for "claboards" of five feet in length. The legal price for the work perfomed by hired labor, was—"if they cleave by the hundred they shall be paid six pence per hundred for five foot boards."

* I have omitted after this a considerable portion of the original text, which relates to some local changes in the old High School building, and certain class arrangements consequent thereon; an omission which even the author regards as *hiatus non valde deflendus*. In what follows, something is no doubt left which the reader will think had been better consigned to the same category. But my wish at least has been, that in speaking on a subject in itself local and temporary, and the interest of which is gone by, nothing should be retained which did not involve some principle which might be useful hereafter in the erection and management of schools.

POPULAR EDUCATION.

"ALL children by nature have equal rights to education. A republic, by the very principles of republicanism, is socially, politically and morally bound to see that *all* the talent born within its territory is developed in its natural order, proper time and due proportion, thus enabling every mind to make the most of itself. The State stands *in loco parentis* to every child, and should fitly use all the means and capabilities sent by Heaven for its highest aggrandizement.

The question then is, How can the State thus promote its own highest good? I answer, *By the establishment of free schools and free colleges.* Extend the New England idea of free schools, and the true democratic result is reached. It is this: The town says to every child born within its limits, "Go to the Primary School as soon as you are four years old; there you will find rooms, books and teachers; use them all gratis; your parents need only to clothe and feed you." When these children have been taught three or four years in the Primary School, the town says to them, "Go up into the Grammar School; there you will find rooms, books, apparatus and teachers; use them all at my expense; your parents need only feed and clothe you." When these children have been in the Grammar School three or four years, the town says to them, "Go into the High School, or Latin School, or Scientific School, or the School of Arts and Trades; there you will find rooms, books, apparatus, tools and teachers; use them all gratis; your parents need only feed and clothe you." When these children have spent three or four years in these schools, the State says to them, "Go up to the College and enter the department which is fitted for you; there you will find rooms, books, apparatus, tools and teachers; use them all gratis; your parents need only feed and clothe you."—When these pupils have passed four years in the College, the State says to them, "Go into the University for Law and Medicine; there you will find rooms, books and teachers; use them all gratis; your parents need only feed and clothe you."

The undue rush of pupils to the college and university, which this plan may seem to favor, can be fully and forever prevented, and the law of demand and supply have its conservative and discriminating control. This plan will not interfere with the present foundations of professorships, &c., existing in our colleges. It will have many advantages over our present semi-feudal organizations. Among these advantages are three — 1st, it will develop, *for its noblest uses*, the peculiar talent which God gives to any child; 2d, it will make our colleges self-governing; and, 3d, it will secure the ablest talent in the State for teachers.

If our republic is to last a thousand years, is it not worth while to make it *all* it can be?—*Boston Transcript.*

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.*
C. J. CAPEN, ... *Dedham.*
} RESIDENT EDITORS. {
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, .. *W. Newton.*

STATE NORMAL SCHOOL AT FRAMINGHAM.

THE first public examination of this institution since its removal from Newton, was held on Monday and Tuesday of the present week, during which the pupils were examined in the various studies and training of the two preceding terms. An exceedingly interesting feature of the exercises was the examination of the advanced class of pupils, who had just completed an extended course of three years, in reference to instructing in the high schools. These ladies were found to have pursued the most of the studies taught in our colleges, with success,—indeed the course in pure mathematics has been precisely that pursued in Harvard University, the calculus not excepted. It seems to have been fairly and most conclusively demonstrated in the case of these seven ladies, that not only may females reasonable aspire to eminent stations in onr public institutions, but that also under careful instruction, with proper zeal and faithfulness, the female mind is fitted to grasp and thoroughly investigate the highest and most abstruse sciences. It is to be hoped that the marked success of these ladies will be the means of inducing many others of their sex to enter upon the same course of study and training, for the sake of the same results. Tuesday afternoon, as usual, was devoted to the exercises of the graduating classes, consisting of thirteen seniors, and seven of the advanced class.

The poem was read by Miss Sarah C. Alden, of Belchertown, and the valedictory address by Miss Mary E. Wilson, of Calais, Me., after which the certificates were presented, with the usual ceremonies, by the Principal.

The valedictory exercises of the Advanced Class followed those of the Seniors, and an address was read by Miss Anne C. Payson, of Peterboro', N. H. The singing of a parting hymn was followed by the presenting of diplomas to this class, who will ever be distinguished by the fact that they are the first and only class of ladies in this country, who have pursued with success so extensive a course of study with reference to teaching.

At the close of the exercises, addresses were made by Judge Kinnicutt of Worcester, Dr. Sears, the Secretary of the Board of Education, and Rev. Mr. Child of Framingham. A large audience was in attendance on both days — among whom the

people of the town were well represented. We observed many present from Boston and other parts of the State. We hope that the reputation of this institution, and its facilities for the training of teachers, will attract many pupils to the new locality, although we fear that a great mistake was made in removing the school from West Newton.—*Boston Journal.*

EDUCATION IN WISCONSIN.

We have read the fifth annual report of the Superintendent of Public Instruction of the State of Wisconsin [Dr. Azel P. Ladd,] with great interest. It contains many valuable suggestions, and cannot fail to exert a favorable influence wherever it is read. The public will be surprised to learn that there are already in this young and growing State 138,278 children between the age of four years and twenty; and the number that have attended the public schools during the year is 97,835. When it is remembered that Wisconsin had been admitted to the Union as a State, within the last six years, it will be conceded that her growth in population and prosperity is unprecedented.

It appears from the Report that Dr. Ladd retires from the office which we should judge he has ably filled. The following is the concluding paragraph of his report:

If during my incumbency of the office from which I now retire, I have felt an interest and a pride in discharging the duties it imposed, it was a laudable interest and a just pride, that were derived from mingling often and freely with the people whose enlightened liberality supports a system of free education, not for themselves but for generations who in future years will wield the destinies of the State. It is my belief that I have not mingled with them in vain, but that I have obtained a knowledge of their wants and requirements, as well as of the object of those efforts which they have put forth in behalf of the youth of the State. Those wants and requirements, I felt bound to present to you with plainness perhaps, but with truth, leaving with you the duty to supply, so far as legislation can supply them; and also, if possible, that a public sentiment may be created, which in its active result will remedy the evils from which the schools of the State now suffer, and render them in the highest degree worthy of the trust and the respect of the people,—monuments of their enlightenment and progress. With these I have seen much that filled me with admiration for the State and the people of the State, of which I am a citizen—much to admire in their

enterprise and intrepidity, which have attacked the forest and it has fallen, which have opened the prairie and it has yielded wealth and plenty, which have entered the earth and dragged forth the treasures that reposed in its bosom. But I have seen more to admire in a spirit of mental progress, in a high zeal for the intellectual and moral culture of a growing race of men and women, in a sacrifice of labor, and time, and present profit, for a rich harvest of good that will be enjoyed in years to come. And in this I have found an earnest and a warrant that the foundation which they have laid for their future greatness and renown, for their ultimate power — the power of a wise and free people — will not be left to suffer from neglect and decay, but that a towering structure will be reared upon it, majestic in beauty and strength, defended by their zeal and reverence, a stupendous memento forever of the love they bear to knowledge and to truth, and their trust in them to preserve their posterity from tyranny and wrong. The fluctuations of politics may not destroy it — the strifes of ambition, of parties, and of men may not shake it. The people are its strength and support; in their hearts are the affection and the pride that will insure its preservation.—*Atlas.*

THE MASSACHUSETTS SCHOOL FUND.

In the Senate of this State, the Joint Standing Committee on Education have reported on the subject of the Massachusetts School Fund, accompanying their report with a resolve providing for its increase by the transfer of such a number of shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars per share, increase the principal of said fund to the amount of $1,500,000. The resolve further provides that one-half of the annual income of said fund shall be apportioned and distributed for the use and support of common schools, in the manner according to the provisions, and under the restrictions now provided by law for the apportionment and distribution of the income of said fund. All sums of money which shall hereafter be drawn from the treasury by virtue of appropriations made or to be made for educational purposes, shall, except in cases in which the appropriation made by any act hereafter passed shall be otherwise provided for therein, be chargeable to and paid from the other half of the annual income of said fund: *provided*, that if the same shall be insufficient therefor, the excess of such appropriations in any year shall be paid from any moneys in the treasury not otherwise

appropriated. And in case said half of said annual income shall in any year exceed the sums so drawn from the treasury in such year, the surplus shall be carried to the account of the principal of said fund and added thereto, until said principal shall amount to the sum of two millions of dollars. No sums of money hereafter drawn from the treasury shall be chargeable to the principal of said fund. All acts and parts of acts inconsistent with the provisions of this act, are repealed.

From the report we learn that the fund has increased till at present it reaches the sum of $1,244,285.05. From this sum, however, should be deducted $19,868.20, unavailable at present, being the estimated value of the interest which the fund has in the Western Railroad Loan Sinking Fund, on account of its shares in the stock of that corporation, leaving the amount of the fund now available, $1,224,416.85, so that the increase proposed in the resolve is $275,583.15. The resolve is at present among the orders of the day of the Senate, and will probably be speedily acted upon.—*Boston Atlas.*

PUBLIC INSTRUCTION IN MICHIGAN.

We have been favored with a copy of a public document published by the State of Michigan and prepared by the Superintendent of Public Instruction, Francis W. Shearman, giving a full and detailed account of the system of instruction and school law in that State. It is in a bound octavo volume of 640 pages, and has been prepared with much labor, industry and method, and reflects no small credit upon the liberality of the government.

The first part gives an interesting history of the origin, progress and present condition of public instruction in the peninsular State, which is shown to be such as to do honor to the enterprise, liberal endowments and public spirit of its State government and Legislature. The second part is devoted to a full explanation of the Primary School law of Michigan. The third part relates to laws respecting public instruction and incorporated institutions of learning. Altogether the publication, and the facts it reveals, are of a most gratifying nature. No State so young as Michigan has ever made such rapid strides in fostering and developing a liberal and noble system of popular instruction, and well may her sons pride themselves upon her success in so good a cause. There are few, indeed, of her sister States who can equal her in the advanced and elevated principles of instruction upon which her highest as well as her primary seminaries are founded.—*Atlas.*

PERSONAL ITEMS.

Mr. Dana P. Colburn has received the appointment of Principal of the Normal School in Providence, R. I. A more judicious selection could not have been made.

Mr. John C. Dore, Principal of the Boylston School, Boston, has accepted the appointment as Superintendent of Public Schools in Chicago. Mr. Dore has long and ably discharged the duties of a public teacher in this city, and he will leave with the regrets and good wishes of all who have had the pleasure of his acquaintance.

We think Mr. Philbrick acted wisely in declining the offer of the appointment which Mr. Dore has received; for Connecticut, although a very small State, affords as wide a field of usefulness in the cause of education as any of her sister States. If it be true that the Hon. Henry Barnard has resigned the office of Superintendent of Public Instruction in that State, she has within her borders one who will prove an able and a faithful successor. Mr. Barnard has achieved an enviable name among educators: he will leave behind him an example worthy of imitation, and will carry with him the lasting gratitude of the State for whose dearest interests he has done and sacrificed so much.

Mr. Leonard Walker, late Principal of the High School in Walpole, has assumed the charge of the High School in Somerville.

John Emory Horr, Esq., Sub-master of the Cambridge High School, has been appointed Master of the High School in Brookline. Salary $1,400.

From the following extract taken from the Daily Herald of Newburyport, it will be seen that that city is soon to lose the services of one whose place cannot be readily supplied.

Mr. D. S. Rowe, who has resigned his charge of the Normal School in Westfield, has long maintained a high rank among the able and successful teachers of Massachusetts, and he has done good service to the cause of education in furnishing Massachusetts and other States with thoroughly trained teachers. He has ever maintained a lively regard for the general interests of the cause, and has taken an active part in the meetings which have been held in various parts of the State for the improvement of teachers. It is with deep regret that we announce his departure from the State. The State of New York will hereafter enjoy the advantage of his services. Mr. Wells will take his place.

"We regret to learn that Mr. William H. Wells, the very efficient and popular Principal of the Putnam Free School, who has been at its head from the commencement, and to whose energy, industry and talent it is indebted for the high rank it has attained, which is not surpassed by any English school in the State, has handed his resignation to the trustees, to take effect at the expiration of the present term. The school has been so conducted as to inspire confidence, draw a large portion of the pupils from abroad, and materially advance the educational interests of this city.

"We understand that this resignation is occasioned by an appointment from the Board of Education as Principal of the State Normal School at Westfield. Our loss will therefore be the gain of the State, and a better selection for the place he is to fill could not be made, as he is admirably adapted, not only to preside over that school, but by attending the School Conventions and Institutes, to aid the Board in the western counties of the State. He enters upon his duties at Westfield, in August."

FROM the Semi-Annual Report of the Executive Committee of the Primary Schools of Boston, we learn that the whole number of schools of this class is 195. The total number of scholars is 11,804; of whom 5,483 are girls, and 6,321 are boys. At the date of the last report, the whole number of scholars was 11,902. 1,460 scholars have been sent to the Grammar schools during the six months. Of the whole number of scholars, 7,036 are of foreign parentage; 3,362 are over eight years of age, and 1,544 are under five years; 1,441 attend to sewing. The average of attendance has been 80 per cent. The Committee recommend that plain sewing *shall* be taught in all the schools, every Friday afternoon; a recommendation which we hope to see adopted, as it will obviate the necessity of teaching this branch in the Grammar schools, where the time devoted to it can be more profitably employed. The Primary and Grammar schools of Boston will commence the morning session at 8 o'clock from the first Monday in May to the first Monday in October.

DEATH IN WATHRTOWN FROM VIOLENCE.

A lad 13 years of age, died at his father's residence, in Watertown, on Wednesday last. A rumor prevailed, and was generally believed, that his death resulted from his being wantonly thrown down and then stamped upon, by a much larger

and older boy. The latter on making his appearance at school on Thursday, was greeted by his school-fellows as a murderer, and he vamosed in double quick time. It is to be hoped that the affair will be promptly looked into by those whose duty it is to attend to such matters.—*Atlas.*

THE ELEMENTS OF ENGLISH GRAMMAR; *so arranged as to combine the Analytical and Synthetical Methods: with an Introduction for Beginners, and various Exercises, Oral and Written, for the Formation, Analysis, Transformation, Classification, and Correction of Sentences. By Samuel S. Greene, A. M., Professor in the Normal department, Brown University, and Superintendent of Public Schools, Providence.*

Here is a book in which the author instructs the teacher as well as the pupil; and his lessons are invaluable. We say this in praise of the book, and not to the disparagement of teachers. No teacher can give it merely a cursory examination, without gaining useful information on the subject of teaching.

From a somewhat extensive use of Mr. Greene's former Grammars, as text-books, we were convinced of their many excellences, and were especially pleased with his larger work, satisfied that it presented to the advanced pupil more ample means for a thorough course in the analysis of our language than had yet been published. This new Grammar combines the good qualities of the former ones, yet it is essentially different; — more original, more comprehensive, more practical, and more interesting as a didactic work.

The author is well known both as a thorough Grammarian and Rhetorician, and as an accomplished teacher of Didactics. Understanding the wants of both teacher and pupil, he has produced a book which will meet those wants. We would ask teachers to examine it minutely, satisfied that our testimony to its excellence will meet the approval of candid minds.

It may be found at the bookstore of Jenks, Hickling & Swan.

The same firm have published a new edition of "Parley's Second Book of History," — being the Second Book of "History combined with Geography." It contains the Modern History of Europe, Asia, and Africa, and is illustrated with numerous engravings and colored maps, which greatly facilitate the distinctive object of the work, — that of imparting a knowledge of History by reference to the locality of the events. The leading events of the several countries have been brought down to the present time.

EDUCATION IN LOUISIANA.

THE State Superintendent of the schools of Louisiana has recently visited all the different parts of that State, and has published a long report of the results of his examinations, made to the legislature. The report states that in several parts of the State the local directors were found to be "totally incapable of performing this duty, for the very potent reason *that they themselves do not know how to read or write.*" In one parish, the warrant of the teacher on file contained instead of the signature, the *mark* of twelve different directors. In other districts the proportion of the directors who made their mark instead of signing their names was two out of every three. The Superintendent speaks of this state of things as deplorable, and one of which unprincipled teachers do not fail to take improper advantages, and urges that at least two out of every three directors should at least know how to read and write.—*Atlas.*

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

TEACHERS' INSTITUTES.

Lancaster, May 1st — 6th.
Athol, May 8th — 13th.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 6.] W. C. GOLDTHWAIT, Editor of this Number. [June, 1854.

THE TEACHER MUST BE CONSCIENTIOUS.*

"That voice of God within th' attentive mind,
Obeying fearless, or in life or death."

It is possible that this may seem to many a doubtful theme. We think that it may be made to appear not otherwise than a very important one.

The ground of the uncertainty to which we allude is, that there seem to be various kinds of conscientiousness. With that particular development of this feeling, that brings its possessor into troublesome conflict with the ideas of other, even of good men, at every point, we have little sympathy. For instance, at a certain period in our life, we made an express stipulation before a member of the clergy, that we would henceforth cherish a proper respect for at least one of the gentler sex. We do not acknowledge any forgetfulness of that vow to this day. But our conscientiousness does not compel us to quarrel with every sermon and every prayer, that does not enter into a wholesale advocacy of "woman's rights!" And yet what reader of this magazine does not know that this particular type of conscientiousness characterizes a whole class, both of men and women, now-a-days? Some persons are too conscientious to be quite happy. There are not wanting individuals, who will kindle up with a most noble glow of indignation at the very sight of the word *male*, lurking among the conditions of citizenship and the privilege of voting and going to Congress. They are bound in conscience to seek reform.

* The Monthly Editor wishes it understood that if there is any heresy or political heterodoxy in this article or number, he alone is responsible for it. The other editors have not a taint of the treason. It is always to be understood by the reader, that, though one editor may be deranged, the "Teacher" is and will continue perfectly sane.

At other times, this "idiosyncrasy" manifests itself in a different way; it takes the form of extreme abolitionism. So long as the blood flows in the veins of a slave, they cannot let the world rest, or rest themselves. Modern institutions and ordinary candidates are deeply tinctured with the curse, and must no longer be patronized. Everybody and everything is contaminated. Say they: Every political organization is troubled with the disorder of Mary Magdalen of old; if they have not seven devils, they have at least one! As we cannot patronize that class of beings to any extent, we must immediately go forth into liberty parties and free-soilism, and vote for those who never walk with a hoof and have not even a taint of sulphur! Such men profess to be the most conscientious men in the world; and for aught we know, they may be. Still we do not like them; we cordially dislike them; and we heartily wish that the next geological period, if not the next census, might find the race (not the men) extinct!

But let no one call us bigoted. Allowing to every one the right to cherish his own views, we merely say that our mode of thinking is somewhat different. We believe, it is true, that the world is essentially wrong; women cannot yet lawfully be voters or Chief Magistrates, (do they wish to be?)—the sons of Ham are still bought and sold and whipped on American soil, with sorrow be it spoken; yet we do not consider ourselves authorized or empowered to arrest the wrong, however much we may wish to; we still "vote the regular ticket"; we hold to all compromises, so long as they are a part of the law of the land; knowing full well that there is iniquity enough at Rome, we still would "render unto Cæsar the things that are Cæsar's"; we would keep dispassionate and good-natured; "in everything give thanks" for the mercies we have, though evil abounds; and relying far more upon prayer than upon politics or the "extreme unction" of abolitionism, would pray earnestly for the day when slavery and every wrong shall be set fully right.

Having shown some things we do *not* imply in these remarks upon the subject of Conscientiousness, we will endeavor to show what the drift of our meaning is. We mean a noble sense of rectitude, a steady disposition to do right for the right's sake, a strict sense of honesty that would pay the "uttermost farthing" and fulfil the last promise if every law were abrogated and legislatures had adjourned for ever! We suppose it was something like this that was referred to in the declaration of the moralist,

"An honest man 's the noblest work of God."

It is true the manifestations of this feeling may frequently be connected with regard to public sentiment, in some sense be mere concessions to the force of opinion; so far they are of little worth. But we believe that something like the feeling we

speak of, is innate in many minds. It survived the fall, like an article of furniture or a beautiful vase in the ruin of a great house; and affords us an intimation of what our moral natures might have been, had we not "in Adam died."

It would be a high compliment to religion if we could say that this trait is always the offspring of that; but it is not. Many persons in whom religion has had no regenerating influence, are more honest and conscientious than others seem to be even with the help of grace from above. We intend no disparagement to religion, however, in this remark; for one of the ultimate fruits of piety in every mind of which it takes possession, *will be* the most perfect rectitude; we only say that this characteristic of a perfect man, and many others, indeed, as tenderness and amiability, are sometimes found where religion never came. The pagans of old, with all their corruption, and without one ray of Christianity, exhibited some noble examples. Such, we conceive, was Aristides,

> "to whom the unflattering voice of freedom
> Gave the noblest name of Just;"

such was Regulus, "thy willing victim, Carthage!" who rather than break his promise, delivered himself into the hands of his enraged enemies and went back to Africa most cruelly to die. His simple word was better than a treaty of the Roman Senate.

Let it not be supposed that we refer merely to *truthfulness:* that term is not sufficiently comprehensive. All teachers will be truthful as a matter of course, on penalty of losing every vestige of their claim to respect. We mean more than this; we mean a determination to do right; an all-pervading disposition to omit no duty, neglect no opportunity, slide hastily over no unobserved spot; but make everything secure and perfect, the unseen as well as the seen.

> "In the elder days of art,
> Builders wrought with greatest care
> Each minute and unseen part;
> For the gods see everywhere."

The trait we speak of, is desirable in every one. It is often remarked, in effect, that an honest boy will always be wanted while the earth wants the sunlight. It is most certain that the want of honest *men* can never be less urgent. In commerce and on the farm, in church and state, sterling integrity, strict fidelity, unsuspected honesty, can never want admirers or employers.

But in the occupation to which most of the readers of this Journal are devoted, these qualities of character are needed not less than in any other calling. Great interests are committed to our care and keeping. Our pupils are to be promoted in minds, in tastes, in morals by our endeavors, or are to suffer in

every part from our neglect. An ever watchful carefulness is therefore needed on our part. But how can such a state be maintained, we ask, unless it be from a conscientious regard to duty, a principle within?

Many men, it is true, are rendered faithful from the thought that they are watched. But it is not enough for us to feel, however salutary that might be, that the public eye is always upon us; for most of our work is unseen; "it cometh not with observation." Nor can it safely be presumed that future time, the acknowledged revealer of secrets, will disclose the full extent of our faithfulness or the opposite; for like the material on which we labor, the effect is mostly mental, and from the very nature of the case, it cannot be surveyed and gauged like masses of wall and acres of ground. It may be hardly less majestic than the creation of starry worlds; but is often as invisible. And even if it were otherwise, there are so many influences engaged in producing the development of a single mind, that it would require a most difficult "resolution of forces" to assign to each one his share of praise or blame. The results of excellent training may be as durable and imposing as the pyramids; but our particular share in those results may, after all, be as undefined and uncertain as the history of the pyramid-builders. So long as the result is acknowledged to be good, the most unfaithful will claim a share of the praise. It is a remark of one of the most beautiful of Roman historians, that it is permitted even to the cowardly to boast in times of victory. But when on the other hand, school-going turns out to be a failure, and this or that lad is declared to be no better for all his draughts of knowledge, we do not usually hear of a very searching attempt to fix the charge of malpractice upon any individual; it is usually enough to shower a mouthful of anathemas upon the craft in general. The charitable verdict at least of every teacher is, as in some other cases, that nobody is to blame!

The disclosures of future life then are not a matter of special dread; and for the present time, we suspect that many teachers expend their efforts "where no man passeth by." It is true the eye of the occasional visitor may steal an insight into the history of a passing hour. Recurring examinations may bring up a few fragments to the surface now and then; but it is much to be feared that examinations aid parents or the public but little in ascertaining what is done, or disastrously left undone in the school-room. They too often misinterpret the original; they are not unfrequently to schools what language is fancifully said to be to mankind, a "device to aid them in concealing their real thoughts!"

But some one may say that there is still a certainty of disclosure, even if the teacher is evasive, for the pupil is always

accessory to the crime. In reply we say: Not always. Pupils frequently know little better what discipline they need, than dying men know what medicine they need. And even if they do, and if they know that a part of their daily allowance of mental food is taken away, they seldom "turn state's evidence" against the teacher; they are, alas! too willing partners to the fraud. If this or that course of treatment saves labor, and is easy, they are generally satisfied. Until manhood overtakes them and demonstrates that they have received no substantial good, they are seldom disposed to upbraid the master for any favoritism or want of faithfulness, that has enabled them to diet on the roots of knowledge without a taste of their bitterness.

Hence we are led to the necessary conclusion that it is left very much to the judgment and integrity of every teacher *how* he shall instruct. How then are teachers to maintain, as they should, a steady carefulness, and feel constrained to make every impression like "a nail in a sure place?" Is a paradigm in Greek a part of the exercise for to-day? who shall know whether it has been daguerreotyped on the memory with faithful accuracy or not? Is it a topic in Arithmetic? who shall know whether every impression has been sharply engraved and the lines of thought carried deep? Is it an idea in science which the pupil is to make his own? who shall know whether under the warm pressure of earnest thought, the adhesion has become entire or not? It is easy for the teacher to feel that a single day's labor is of no great importance, and alas! alas! it is too easy for him to imagine that no critic's eye will ever scan his work in suspicion, no unfriendly hand will ever pass searchingly over the weak spot, no foreign foot will ever walk the chambers of memory and trip on the rough and ill-fastened floor.

We would that there were no occasion for these remarks, and that we had to "draw upon imagination for facts" in sad illustration of what we say. But we are confident that the annals of every school-room, if faithfully kept, and indeed the experience of every school-boy, would furnish instances enough of lessons that have not been learned at all, because not quite learned. The "nail in a sure place" has been often drawn from its fastening, because the inconsiderate or over-hurried teacher forgot to clench it!

Our law does not compel a man to confess his own crime; we need not therefore consume any space in this article in acknowledging what wicked parentheses in duty *we* have personally been guilty of in this matter. But there are no sadder points in our recollections of the blackboard and desk, than where we have committed a class to others, with the request that they might be made perfectly familiar, for instance, with the common inflections of the language of Virgil, or with

some treatise of the classics; or that they might be "brought to an edge" in some place in the mathematics, and have trusted to the repeated assurance that all was proceeding well; and then perhaps near the close of the term have been pained beyond measure to find that the candidates for acquaintance with Cicero, could not even "decline *bonus*"; they could only shake the head, and with every appearance of sincerity, decline the task altogether! And so with the rest. Our grief on such occasions has been quite "too deep in tears;" we could only resolve that we would be less trustful for the future, and write an article for the "Teacher" on the subject of Conscientiousness in the members of our profession!

We suspect that if all the sad experience on this subject were written down, "even the world itself could not contain the books that should be written." In how many of these and similar cases, a little more permanent and hard pressure, a little more faithfulness and patient watching, would have construed these things in the perfect tense, and placed the acquisition beyond the reach of forgetfulness; but now everything is undone because it was only almost done.

We should not be regardful of our text, and we believe not sufficiently regardful of our obligation to those to whom these pages may come, if we did not say, that the best corrective for such abuses will be a conscientious purpose on the part of the teacher, to leave no duty imperfectly done. We do not refer to a *popular* conscientiousness, that regards a duty as well done, when it is discharged merely as well as most others would do it; that is an accommodating and most deceitful standard. Neither do we ask for a conscienee that will rest satisfied merely so long as our employers or the public make no complaint. The world is charitable, and such complaints, if they come at all, are wont to come only after the treason has been committed. We ask a steady purpose within to watch over the acts of every hour, to bring every deed to the standard of right, and place the polish of perfect discipline upon every part, the unseen as well as the observed.

It is true, oh, how true! that human endurance soon gives way; and we must often, by reason of fatigue and the stupor of those we train, leave our labors apparently but half done; no faithful man in a day or a life, accomplishes a tithe of what he would. But how powerful and happy will be the effect, if the little efficiency we possess, is expended in the determination, that what is done shall be well done; that, if we cannot make things go right, we will at least protest that they are going wrong. Sometimes we must cry out, like Edmund Burke, "I am for clamor where there is abuse." Oh Teacher! look not quietly on and witness errors and abuses in your

instruction becoming chronic from long neglect. "Move a reconsideration" of your past modes of instruction. See if in this matter and that, you cannot crowd the hitherto acknowledged limits of effort a little nearer to the line of perfection. If you labor with others, or are dependent upon helpers, seek to introduce "joint resolutions" of reform. Aim to secure clear conceptions of what you ought to accomplish. Abandon the idea that silence and conservatism are always a virtue; we would have you, like Hezekiah, long and pray for "peace and truth" in your days; but we would also have you pray for reform where reform is necessary.

If, in the system under which you labor, or in the views of those with whom you are connected, there seem to be obstacles to a favorable change, do not imagine that Conscience obliges you to be unhappy and abandon your place or vocation, because everything will not bend to your will; "fret not thyself in anywise to do evil." Stay where you are, that matters may become no worse. Justify no neglect or wrong, however, by conniving at it; but, in the exercise of the largest charity and forbearance, use a little plainness of speech, and say at all proper times, like one in English history, "I will not be reponsible for measures I cannot dictate."

In a word, be conscientiously faithful; be persevering and energetic and decided. Never commit the most unchristian fault of expending all your conscientiousess on large things; let the *moments* of every day spent at your desk be rendered fragrant with duties well done; make every lesson, so far as you can, a "specimen number;" like John Milton, let your care extend even to "the stops!" Seek thus to make every day's labor perfect and entire:

> "Build to-day, then, strong and sure,
> With a firm and ample base;
> And ascending and secure,
> To-morrow shall find its place."

Here we might well draw these remarks, already too long, to a close; we have said enough to try the patience of the reader, if not to convince him. But we must be indulged in a few words more. The conscientiousness we have thus far spoken of, might be that of a pagan as well as of a Christian. But our sense of the value of this trait will be greatly enhanced, if it may borrow some rays of sober beauty from religion, as well as from morality. As we have seen, men are sometimes honest, and we believe conscientious without being pious. But this conscientiousness is after all only toward this world and man; duties to our Maker and to the future world are left entirely out of the account. Hence a morality, built upon such a foundation, is at best of doubtful currency; its chief merit

can never lie in its perfect consistency. It will not, even to satisfy hunger, cheat Dives of a dollar; but at the same time it will defraud God, during every moment of life, of what mountains of gold are too poor to buy. It will rank its possessor among virtuous and high-minded men here; but on any other than a pagan code of morals, it will turn him out a hopeless bankrupt hereafter. So in its labors for pupils and others, it will throw the wing of a tender protection over them now; but without one scruple, it will abandon them to merciless beggary in a future state. In other words, it has no *religious* influence to exert.

That conscientiousness that derives its force from the thought that God sees us, and acknowledges the influence of considerations drawn from the future as well as the present, from religion as well as morals, is much more valuable in our esteem. It will be equally, nay, far more certainly, productive of an honest, faithful and self-denying life. It will do no less for discipline; it will be likely to do far more for virtue. While it fits the pupil equally well for earth now, it may employ most hopeful means of raising him to a place in heaven hereafter. No person more than the teacher needs such a principle as this. Every virtue of a consistent and holy life, should appear in him, that it may also appear in his pupils, for it should be their delightful work, not so much to obey, as to imitate.

Of personal piety, however, which may seem to be implied in these latter remarks, it is not our purpose to speak; it would be foreign to the design of this article.

But in closing, allow us to say, that from whatsoever code of morals we borrow the rules of our conduct, the Genius of Education may well ask of every teacher that he be a person of strict rectitude and perfect conscientiousness of character. And oh what room for such a trait will he find in the business of every day! He will need it in deciding how much, (not how little,) of his time and energy he shall devote to his work, in the school-room and out of it; he will need it in conducting every recitation, in deciding how much of carelessness and shortcoming he shall permit, how near to the line of absolute perfection he shall drive the lagging footsteps of ignorance and folly; he will need it, also, every day of his experience, in administering the government, and above all, in maintaining in himself a blameless morality of life.

We can boldly say, therefore, not only that every teacher should have a faithful Conscience; but that he is unfit for a teacher, who has it not!

"In a too much indulged body there ever dwells a too much neglected soul."—*John Flavel.*

ARCHBISHOP FENELON.

DURING the preparation of matter for this paper, a friend has sent in a Number of the Princeton Review, with a leaf turned down to an article upon the life and writings of Fenelon, whom all good men revere. The following extracts will not be unacceptable.

"Francis de Salignac de Lamothe-Fenelon was born of an ancient and illustrious family, at Périgord, in France, on the 6th of August, 1651; was called to preach the gospel at an early age, and as Abbé spent twelve years in presiding over the institution of "New Catholics." In 1682 he was employed in the distant province of Poictou, as missionary; in 1689 appointed as preceptor to the Duke of Burgundy; then was engaged in a warm controversy on the subject of Quietism; and was removed by death on the 6th of January, 1715." But it is as a *Teacher* that our readers will be mostly interested in Fenelon.

"An event, to him entirely unexpected, suddenly brought him to the Court, changed his destiny, and elevated him to a station on which seemed dependent the hopes and happiness of his country. Louis XIV, perceiving that the time had arrived when his grandson, the Duke of Burgundy, required the care of a governor, made choice of the Duke of Beauvilliers."

"No sooner did he receive the appointment as Governor of the young prince, than he nominated Fenelon as his Preceptor, a nomination that was confirmed by the King, commended by Bossuet, applauded by France. The royal grandsire said, 'We give to you a son,' and the whole nation added, 'Return to us a father.'"

"Fenelon felt deeply the responsible office to which he was called; from the letters which he wrote on the occasion, we learn how fully sensible he was of the fearful undertaking; of his need of a judgment for distinguishing; and an authority for controlling, which few possess; of a patience and a perseverance which he was never before called to exercise. His pupil in his moral qualities, was far from being promising. He was proud and capricious, tyrannical to his inferiors, and disobedient to all who would control him; furiously impatient, and incapable of enduring the least opposition; at times so intemperate in his rage, that it was feared he might expire under the paroxysm of passion. With such unhappy traits of disposition were united astonishing powers of intellect, and such extent of knowledge as had never before been seen in one of his age. Such was the youth that was the heir-apparent to the crown, and expected to

reign over a great and enlightened people; such was the youth committed to Fenelon, to be trained, corrected, and reformed. Any other preceptor would have been discouraged, but he despaired not. He brought to the undertaking, great intellectual powers, a finished education, unusual wisdom and prudence, and above all, the graces of a decided Christian. It would be interesting, had we time, to enter into details; to show what care, attention, and patience, were employed; what skill was exerted; what varied and delicate means were used in the education of this child, this prince, this heir of the throne of France. The more we examine his method of forming the mind and heart, the more are we convinced that it is a model of a perfect education."

"It is generally known how the child was treated, when he broke forth into intemperate rage. All observed a profound silence, his governor, his preceptor, the officers and domestics; they asked no question, they gave him no answer; they carefully removed everything by which he might injure himself or others, they looked upon him with tender pity, as upon one whose reason was alienated, and thus left him alone to his own reflections, regrets, and remorse. In these circumstances, he would return to himself, and see and feel his folly and his crime. By the use of all these means happily combined, by the continual exercise of the authority of the tutor, mingled with all the tenderness of a father, Fenelon succeeded in gradually subduing his pupil, and calming his impetuous passions."

"One means he employed with great success. Knowing the liveliness of children's imagination, and the peculiar vivacity of that of his pupil, he laid hold of it as the instrument of affecting the heart; assured that the images then imprinted would be far more effective than the clearest or most forcible reasoning. Those interesting FABLES, still in existence, he composed for this purpose; written with a natural elegance that is agreeable to the ear and taste of a child, and with a moral not vague nor indeterminate, but so particular that the youngest reader can make the application. Who can read the "Young Prince and Somnus," "Bacchus and the Satyr," "The Nightingale and the Linnet," "The Bees and the Silkworms," "The Medal," "The Fantasque," and others, without perceiving some folly which the prince had committed, or some virtue which he particularly needed; without recognizing the mirror in which he looked and saw his deformity, and from which he turned away with aversion and disgust? It was by such means, by conversing familiarly with him, by appealing to his honor, by engaging at times in his innocent sports, and converting his amusements into study, by seizing the favorable moment to make an impression on a mind that could easily understand, and a

heart that could sensibly feel, that he obtained over his pupil a complete ascendency, and implanted within him the principles of virtue."

"In instructing his mind, a mind of uncommon clearness and strength, he was equally judicious and persevering. Here he had everything to encourage him; for his pupil had as much avidity to possess knowledge, as a capacity to receive it; he had an eager curiosity to know everything, and a desire to be profound in everything he learned. He instructed him thoroughly in the Greek and Latin classics, explained the authors which they read together, showed where there were difficulties, how they could be overcome, drew his attention to the beauties continually occurring, the delicacy of the expression, the vivacity of the narrative, the force of the imagery."

"As he advanced in life, and was instructed in history and philosophy, Fenelon prepared other works for him. Among these, was DIALOGUES OF THE DEAD, written with the ease and grace that characterize his other works, in which are introduced all the distinguished characters of ancient and modern times, who, by their rank and actions, have influenced the destiny of nations, or by their talents and learning, have left a name celebrated and distinguished. As the young prince advanced to manhood other works were prepared for his benefit; among them, though not published till several years afterwards, was TELEMACHUS."

"But during this period, was the *religious* education of the royal pupil neglected? No! To this Fenelon directed great zeal and attention, preached frequently before him, and in conversation, often dwelt upon a subject which he felt was useful for kings, as well as for subjects. Besides these advantages, the Prince was obliged to study his preceptor's "Treatise on the Existence of God," a work which had been prepared for some years, and which was originally prepared for the Duke of Orleans; but which was now put into the hands of another prince for his instruction in religious truth."

"It is a work that presents a convincing argument in favor of the existence and perfections of a Supreme Being, derived from the knowledge of the material world, and in part, from the knowledge of man; a work, in which the author thoroughly searches the argument, and maintains it upon principles of the most exact philosophy, while at the same time, he lowers and adapts it to the most ordinary capacity; a work that shows us, in every part of the universe, design, uniformity, a workman wise and almighty, a providence that rules over all."

"The book must have been familiar to Paley, and probably suggested his great work on the same subject."

"While the preceptor was thus assiduously laboring for his beloved pupil; while he desired him to ascend the throne of France, with all the virtues of Christianity, and all the knowledge necessary for the government of a great people, he was not disappointed; the most signal and striking results attended his method of instruction; the Prince became completely changed in character and conduct; he became mild, benevolent, kind and courteous; more than this, he became truly pious."

But our readers will be interested to learn the succeeding history of the distinguished pupil.

"He seemed to promise all that Fenelon desired; his subjects regarding him as a father, looked for happiness under his government; the nations around anticipated the general happiness in which they too would participate, and rejoiced in looking forward to the period when he should be sole monarch. But death, that destroys so many projects, came, and blasted the hopes of all. When Fenelon heard of his dangerous illness, he wrote; 'I fear for the sad destiny of the Dauphin. If God is not displeased and angry with France, he will recover; but if his fury be not appeased, we have cause to dread for his life; the Lord hath long stricken us, as saith the prophet, and his hand is stretched out still.' He heard of the news of his death with the most lively sorrow, and yet with perfect resignation; he wept like a disconsolate father, and yet submitted like an eminent Christian; he cried out, 'If I could restore him to life by turning a straw, I would not do it, for it is God's will. Now the ties which bind me to earth are broken, and those which unite me to heaven are strengthened. O! what suffering does true friendship produce!'"

"Thus fell, in the prime of life, at the age of twenty-nine, the Duke of Burgundy, whose death caused many tears to flow, whose name is to this day mentioned with emotions of tenderness. With him terminated the expectations of France; with him were crushed the fond hopes of the man of God, whose prayers could not avert the divine judgments."

PERFECTION. Perfection is not merely in large things. A person visiting Michael Angelo said to him, "You have done but little since I was here." "By no means," replied the sculptor, "I have re-touched this part and polished that. I have softened this feature and brought out this muscle. I have given more expression to this lip and more energy to this limb." Said his friend, "All these are but trifles." "It may be so," replied the sculptor; "perfection is made up of trifles, but perfection itself is no trifle."

DICTIONARIES AND NOAH WEBSTER.

THE subjoined extract has been sent to us by a much respected friend, with the request that we would find a place for it in the Teacher. We cheerfully comply, without however entering at all into the "battle of the books," which has been waged between the two rival Dictionaries. Whatever may be true of Dr. Worcester, every person must be guilty of great blindness and ingratitude, who does not acknowledge that this country and our language, and the world indeed, are greatly indebted to Noah Webster. And then the schoolmaster, to which *genus* many of us belong, of course will never forget his obligations to the man that made the spelling-book.

In matters of early spelling, we are free to say that we descended from Noah Webster; we are glad of an opportunity to testify our obligation to him. It is true we have had some sad hours amidst his columns of orthography. Sometimes the master's ruler lent its aid in clearing up sundry doubts we had respecting the spelling of a word. But as it often occurs in human affairs, sunshine has succeeded the storm, and we have now somewhat clearer conceptions of the rules of orthography than we might otherwise have had.

Modes of spelling have greatly changed, and changed for the better, since we wore aprons in the school-room. Still we are not of the number of those who think that *everything* can be made philosophical and sense-conveying, in learning to spell. Nothing is more a matter of sheer memory than many points in orthography. The fact that we spell *piece* and not *peice;* that we have *ie* in *believe* and *ei* in *receive*, hardly belongs to the domains of philosophy; it is one of those fragments of knowledge that the memory can never hang on the golden wire of a *principle*, with other facts of a similar kind; she must hang it on a separate nail in the chambers of thought. In a word, it must be learned by a sheer effort of memory. And whether the pupil knows the *meaning* of these words or not, the difficulty is perhaps equally great. Hence constant practice and incessant repetition are necessary to teach one to spell.

And if the repetition and the practice are sometimes employed without a recognition of the sense, it does not greatly shock our ideas of propriety. The old-fashioned way in which our fathers and mothers "went up" in spelling, has passed into disrepute; "spelling schools" have become a fossil. But we doubt whether any change that has yet been made, will send forth better bred orthographers than were our parents. We have very pleasant thoughts of the long row of pupils across the floor *on the crack*, of the "going up," only however to be sent

down to the "foot," and then re-commence the struggle to roll the stone of Sisyphus to the "head" again! All that is past; but there *we* learned to spell. In the latter day of our experience, Spellers and Definers began to eclipse the glory of Webster somewhat, as the maker of spelling books. This was an improvement. Since then the process of *writing*, as well as spelling, has become more common. But the effect has been, that as we have become more philosophical, we have become less thorough; as we have improved the process and made more to do, we have done it less perfectly.

Speaking of dictionaries, we have a thought to suggest; which is, that every pupil advanced at all beyond orthography and the primary branches, should have an English Dictionary of convenient and portable size, as a part of the contents of his own desk. Spelling is important; but defining is not less so. It is of little use to employ words, unless we know the meaning of words. St. Paul, whose authority on this point is no more to be questioned than in matters of theology, says, "I had rather speak five words with my understanding than ten thousand words in an unknown tongue."

When a doubt occurs as to the meaning of a word, it will be pleasant to the good scholar to know that the oracle that can solve every doubt of this kind, is under the lid of his desk. Does he in writing his composition, hesitate in the spelling of a word, (and who does not?) the friend that can relieve his every difficulty, is never beyond his reach. It will be one of the best aids to good scholarship.

We are great admirers of Webster for heavy ordnance. His dictionary may well be upon the teacher's desk in every schoolroom, for general reference; but it is too ponderous for common use; the centre of gravity between that and many of our pupils, would lie within the covers of the book. And then at the close of the term the pupil should have a work of this kind, which he can take with him, and with the use of which he has become perfectly familiar by long acquaintance, which of course is not true of the four-inch volume alluded to. For our own use even, we always wish a smaller dictionary lying on the table by our side, both when we read and when we write. For the ponderous service, give us Webster; but for common orthography, our elbows respectfully ask an octavo.

Will Teachers take this suggestion then, and encourage every pupil *to have by his side a Dictionary?* Respectfully represent to the parent that he cannot so well invest a small sum in the future improvement of his child in any other way. For this purpose, without any disrespect to Dr. Webster, we may say, we know of no book that seems so well adapted as "Worcester's Comprehensive Dictionary," a little work which we have long

used, and for which we have great admiration. Its merit is that it is portably small, of convenient shape, and contains everything which for ordinary purposes, the pupil needs to know. It contains the pronunciation of difficult words after the fashion of Walker, which is an advantage; it also contains many foreign phrases and scientific terms. It is altogether the most convenient "vade mecum" we know of. Let every teacher have Webster on his table if he can; but for the present we know of nothing so good as Worcester's Comprehensive for the scholar's desk.

If it be said that it were unwise to have *two* authorities, which differ in some points, we reply, that seems to us of no weight; the instances in which they differ are in our estimation, of very little importance. Perfection is found in no one. But we must give way to the extract mentioned above. The explanatory lines are from the Springfield Republican.

A magnificent volume, containing one hundred exquisite engravings of the finest specimens of picture and sculpture, has recently been issued in New York, the engravings being "sandwiched" with notices, in prose and verse, of American men, literature, art and progress. The first of these notices is the following, rendered peculiarly interesting here, by local associations connected as well with Dr. Webster as with his works:

THE SCHOOLMASTER OF OUR REPUBLIC.—"It seems to be one of the laws of Providence, that the founders of states shall never divide their glory with those who come after them. Moses, Solon and Lycurgus; Romulus, Alfred and Washington, have left none to dispute their fame. So it is with the fathers of learning. The name of Cadmus inspires to-day, the same veneration that was felt for him by Plato. No dramatic poet will dream of usurping the throne of Shakspeare—no future astronomer will lay a profane hand on the crown of Galileo. The world looks for no other Iliad—there will be no second Dante. Daniel Webster has interpreted the Constitution, and Noah Webster left us a standard of the English language which will guide all successive ages."

"The pen is the only sceptre which is never broken. The only real master is he who controls the thoughts of men. The maker of words is master of the thinker, who only uses them. In this domain he has no rival. He stands at the fountain-head of thought, science, civilization. He is controller of all minds—to him all who talk, think, write or print, pay ceaseless and involuntary tribute. In this sense, Noah Webster is the all-shaping, all-controlling mind of this hemisphere. He grew up with his country, and he moulded the intellectual character of her people. Not a man has sprung from her soil, on whom he

has not laid his all-forming hand. His principles of language have tinged every sentence that is now, or will ever be uttered by an American tongue. His genius has presided over every scene in the nation. It is universal, omnipotent, omnipresent. No man can breathe the air of the continent, and escape it."

"The sceptre which the great lexicographer wields so unquestionably, was most worthily won. It was not inherited, it was achieved. It cost a life-struggle for an honest, brave, unfaltering heart—a clear, serene intellect. No propitious accidents favored his progress. The victory was won after a steady trial of sixty years. Contemplate the indices of his progress; for science, like machinery, measures its revolutions. When the wheels of our ocean steamers have moved round a million times, the dial hand marks one. It was so with Galileo and Bacon—their books marked their progress through the unexplored seas of learning. It was so with Webster. When our republic rose, he became its schoolmaster. There had never been a great nation with a universal language without dialects. The Yorkshireman cannot now talk with a man from Cornwall. The peasant of the Ligurian Appenines, drives his goats home at evening, over hills that look down on six provinces, none of whose dialects he can speak. Here, 5,000 miles change not the sound of a word. Around every fireside, and from every tribune, in every field of labor and every factory of toil, is heard the same tongue. We owe it to Webster. He has done for us more than Alfred did for England, or Cadmus for Greece. His books have educated three generations. They are forever multiplying his innumerable army of thinkers, who will transmit his name from age to age. Only two men have stood on the New World, whose fame is so sure to last—Columbus its discoverer, and Washington its savior. Webster is, and will be its great teacher; and these three make our trinity of fame. In publishing the Unabridged Dictionary of the American Language, Merriam & Co., of Springfield, Mass., have rendered its author's name eternal."

"I cannot forbear pointing out to you, my dearest child, the great advantage that will result from a temperate conduct and sweetness of manner to all people on all occasious. Never forget that you are a gentlewoman; and all your words and actions should mark you gentle."—*Lord Collingwood to his daughter.*

"WOMEN govern us. Let us try to render them perfect. The more they are enlightened, so much the more we shall be. On the cultivation of the minds of women depends the wisdom of men."—*Sheridan.*

ARE YOU SATISFIED WITH YOUR PAY?

"Man wants but little here below,
Nor wants that little long."

It would be difficult to preach a fashionable discourse from such an unfashionable text. The hardest points in John Calvin's theology would be less unwelcome to most; if for no other reason, from the fact, that theological matters look forward to a future state, in which unfortunately most men acknowledge no very deep or personal concern. Anxiety respecting such things is to the great mass, usually not very distressing. But the doctrine suggested in our motto, is a matter of personal and every-day concern. It looks so directly towards self-denial, that the most skilful demonstration of it will probably meet with only a frigid dissent.

The idea of "getting more" is completely ingrained into the feelings of mankind; it is evidently a plant indigenous to the soil. It grows with our growth; as one says,

"As if increase of appetite had grown
By what it fed upon;"

What is satisfactory this year, is frequently found to come short the next; the Irishman is contented with a scanty fare of oatmeal and potatoes in his native isle; but he no sooner crosses a half dozen meridians towards the setting sun, and becomes the owner of a pig, than he learns to scorn the offer of "a dollar a day, and board himself" with as much apparent indignation as a good patriot scorns the thought of treason. As in the story of the Roman Sibyl, the demand rises as the bargain draws towards a close.

It is so everywhere. It is even hinted that heads that carry a great deal of theology, regard a call of Providence with much more favor, if it is accompanied with a "handsome offer"; and it is said that they esteem their chance of doing good as much greater, if their situation is modified by the adjective lucrative, as well as laborious. But this may not be so after all; we only give the common report. We *do* know, however, that in most other professions that minister to the disorders of humanity, such ideas are very prevalent; so that in the vernacular tongue of every place we have as yet visited, an unqualified "*doing well*," appears to mean simply growing fat on good pay!

To repeat the caption of our present article, we ask you, teacher, Are you satisfied with your pay? Probably not. There is no class of persons so small as those who are perfectly satisfied with their lot. The moralist speaks of the race to which we belong, as never *being*, but always *to be* blest. We have heard of a man who publicly offered a large estate in fee

simple to any one who was perfectly contented with his condition. It was not long before a claimant appeared. The generous patron of all contented people, asked him if he was perfectly contented with his lot; the reply was of course not otherwise than in the affirmative. Well then, says he, what do you want of my farm? He was therefore perfectly safe in making the offer; his uncommon generosity could never cost him more than the price of the advertisement.

Respected Teacher, we ask again, Are you satisfied with your pay? We will dispose of the "first person," by saying for ourselves, that we really want more pay! Our necessities have grown with our means. In construing the phrases of life, no words have given us so much trouble as "*opus* and *usus* signifying need!" We began to follow the chalk in the red school-house at fifteen dollars a month and boarded ourselves; and as that was the first time we had converted our wits into the common currency, we thought the pay was large; and really we have never been so well satisfied with our compensation since. The more we have had, the more we have wanted; our "sins and debts" have been a trouble to us all the way through life. Still we must have the frankness to own that we have been paid much better than we deserve. Whether a kind Providence, that has always taken care of us, will see fit to vote us another gratuity in addition to what we now have, remains to be seen.

For others we cannot so well speak. Many teachers are well paid; some, we think, may possibly receive more than they earn. The world commits such mistakes sometimes; but sins of that sort are probably neither very numerous or aggravated. In our cities, school-keeping "sustains fair prices;" teachers there have every reason to be satisfied with their lot. Indeed we suspect it would be improper for us to disclose the amount of salaries, which many receive in and about the capital of Massachusetts, or all the country schoolmasters would, in the words of Cowper,

"Crowd the roads, impatient for the town!"

In our villages, the case is different. Many are respectably paid, it is true; but there are some, nay, many faithful servants, standing at the posts of the doors of knowledge, who receive far less than they earn. They sow the seeds of wisdom for so small a stipend and under such disadvantageous circumstances, that the sight of the "cracker man" or a peddler's wagon holds out very strong inducements to desert. We are sincerely sorry for all such; we wish we could give them a higher appointment. But in our inability to do so, we can only refer them to the committee on unpaid claims, and sincerely hope their case will be favorably noticed.

But we apprehend that the cry of distress issues mostly from those schools where females are employed. The world seems

niggardly in the extreme, in its pecuniary appropriations to woman; and perhaps it is wisely ordered that it should be so; for if that sex were as well paid and prosperous in the single state as reformers would have them, it may be, they would never decline the verb To Love, with such easy and graceful emphasis as they do now. Nevertheless this has always seemed to us a matter that needed reform, and we plead for woman's rights decidedly, till this abuse is corrected. It would seem that the same work performed by the weaker sex equally well as by men, ought to be as well paid. And we believe that it may be set down as one of the indications of reform, that the compensation of female teachers has been raised throughout most of the Commonwealth. Still, it is a well authenticated fact in Massachusetts, (and other States are not more free from the reproach,) that women have kept hunger at a distance at less than "a dollar a week and boarded around." And it has been handed down by tradition that some enterprising districts have expected their instructresses to split a meal of victuals, if not bisect a night's lodging, to make the board come out even! If there are any teachers employed in this or a similar way now, they should at once be handed over to the Humane Relief Society; as objects of pity they certainly stand next to Sir John Franklin.

But we confidently believe that the reproach is in a measure, passing away; and though teachers as a class are not paid as they should be, their compensation is far more respectable than formerly. The time is fast approaching, if not already come, when good teaching will command good pay.

Perhaps we have treated this subject, which is really a matter of sober concern to many, with less sobriety than we ought. But we cannot close this train of thought without adding a few considerations of a practical, and perhaps to some a painful, nature.

First; In the cry of too small pay, it must not always be taken for granted that the blame is wholly on one side. They are common maxims, that it requires two to make a bargain, and that every story is good, until another is told. Perhaps teachers have sometimes in their vanity over-estimated their merit, and it is very possible that the much defamed community has paid them all that their service was really worth!

We remark again, that perhaps the same amount of talent and enterprise in other kinds of business would not have made progress towards wealth any faster than here. We have as much vanity as a teacher ought to possess, and as much pride of profession; but we will not attempt to conceal the fact that in some instances, surprisingly little tact and intelligence have been exhibited in connection with the ruler. It has long since

acquired the force of a proverb, that talent and skill will command success; but we find no promises of competence and wealth to the opposite qualities anywhere. We have seen teachers,—and if we remember correctly, have "cried at the sight,"—who in our opinion received all they were worth. They had never expended a shilling in qualifying themselves for the work; they seemed to be walking illustrations of the idea of the poet,

"A little knowledge is a dangerous thing!"

Their chief merit evidently lay in their perfect orthodoxy; for they believed with Solomon, that to "spare the rod" was to "spoil the child"; and as one says, they "thinned the forests all the way down from Vermont" in demonstrating their belief! The increasing light of this century, however, put a very emphatic period to their vocation long ago. We would always speak well of the dead; but we have no idea that they left any unsettled claims upon the world for insufficient pay!

Again: It may be at least a comforting, though perhaps not a palliating, thought, that the world has never been in the habit of rewarding labor according to its real merit. The standard of its *prices*, as well as of its *morals*, needs reformation. We know some persons who never spent a dollar upon their education, and whose sole business is to disseminate whips and cigars over the map of the world in a small wagon, who receive more compensation than the most fortunate teacher we wot of. They could outbid the wealthiest clergyman in Western Massachusetts and supply half a dozen pulpits every Sabbath, with their weekly pay! So in ancient times this abandoned world had the same peculiarity, though perhaps in a more exceptionable way; buffoons dwelt in courts, saints dwelt in caves. There was a strange propensity to construe benefactor and malefactor in the same case, as we read near the close of the gospels. And if by a special dispensation of charity, earth's best heroes have escaped crucifixion, it has been too often only to be handed over to starvation;

"Seven cities fought for Homer dead,
Through which Homer living begged his bread,"

and begged it without receiving it, as we have too much reason to believe. So if teachers, after the most ample services, should be neglected and underpaid, they at least are in good company.

Still it seems to be generally true in these times and places, that merit will have its reward. Hence we might sum up what we have to say farther to teachers on this subject, in one short sentence: *If you wish more pay, make yourselves worthy of more!* Be not willing to teach this year, with the same quali-

fications as you did the last. Remember that he that would lead others forward, must progress himself. Improve your leisure hours. It is a remark of Dr. Johnson, that he that would become familiar with the best use of the English language, must give his days and nights to the study of Addison. So it may well be said that he that would excel as a teacher, must give his days and nights to the work of self-improvement. Mend every defect of education or manners; seek every possible excellence; gather increasing stores of knowledge on every subject within your reach; discipline your intellect; refine your taste; control your temper; "covet earnestly the best gifts;" be more and more conscientious and devoted in your work, and we believe you will in the end be, not only loved and respected, but competently PAID!

A RESPECTFUL SUGGESTION TO SCHOOL COMMITTEES.

THE Massachusetts Teacher is in some eminent sense a State Paper. It is authorized and issued by the State Association of Teachers. It is conducted and sustained by a large board of Massachusetts teachers, and may be supposed to express the sentiments of Massachusetts men upon the subject of Education. Is it too much to say that it should be sustained by Massachusetts patronage?

Still this Journal struggles hard for a respectable existence. The Editors have the delightful consciousness that they are working simply for the common good. The first dollar has not yet been disbursed for matter to fill these pages. Nothing would surprise a member of the Editorial corps so much as to hear that an appropriation was to be made for his relief; but alas! the only place where editors are mentioned after their election, is in the "deficiency bill." And even our worthy Publisher is no more than competently paid for his services, and perhaps without complaining, he might say, hardly that. The fault does not seem to be that teachers are generally unwilling to subscribe and pay; but they are deeply embued with the democratic doctrine of short terms and frequent rotation in office. Does the "Teacher" pay its monthly visits to a subscriber in a certain district this year? the next year a new incumbent is in office, who, though a successor, is not a subscriber. Unless an agent pays him a special visit, he never knows how much he loses by not receiving our paper. But the price of subscription is too low to enable the Board of Finance to sustain agents; that class of persons are never so self-sacrificing as Editors. Hence our list is constantly falling off.

Now we wish to say to Districts and Committee-men that *they might well subscribe for the Teacher* and make the little mite a part of the contingent expenses of the year. Then let them say to the candidates for employment: We will give you so much and the reading of the Massachusetts Teacher! We are certain that such a course will never ensure poorer instructors, and we are really persuaded that they will become better while in office! How many districts will try the cheap and hopeful experiment? Will all teachers who are now subscribers, and are soon to leave their present field, press this matter upon the attention of the Committee and District? We shall then have what we now feel the want of, a more permanent subscription list, and more teachers would have what one in another State says all *live* teachers need, the reading of the "Massachusetts Teacher."

COURSE OF STUDY

PURSUED BY THE ADVANCE CLASS AT THE STATE NORMAL SCHOOL, FRAMINGHAM (LATE WEST NEWTON.)

Extract from the Semiannual Report of the Principal to the Visiting Committee of the Board of Education, made March 28th, 1854.

I SHALL also have the pleasure of presenting to you to-day, an advanced class of seven pupils, who have completed a full term of three years of study and training, with special reference to the wants of the High Schools.

The importance of training a small number of pupils for the office of principal or assistant teachers in these schools, has been long urged upon us by School Committees and teachers in these schools, and becomes still more pressing when it is considered that there are already 64 Public High Schools, supported by taxation in the State—that this number must very largely increase—and that the towns not only feel that these have equal claims on the patronage of the State with the lower grades of schools, but demand and expect that their claims be recognized, if nothing further, in these State Institutions. It was with reference to these facts, that nearly four years ago, the Board authorized us to form and instruct classes who should pursue a three years' course of study and training.

The first advanced class graduated July, 1852. Their course was of necessity to a great extent an experiment, for there was not then in the country, and never had been in any institution, a protracted, liberal, thorough course with these objects in view, and conducted on what were felt to be the true principles *here*, for females. On this account, every step in the progress required to be made with extreme caution, and every movement was watched with a most anxious solicitude.

In the case of the second advanced class, whose term of three years was completed Nov., 1853, there has been more system possible, and on the whole a better progress has been made.

As at present arranged, the advanced class is made up of graduates who have honorably and successfully passed through the course of four terms, and who, under the instruction, disciplining and testing of that course, have given us such proof of intellectual ability, of aptness to teach, and of those moral and other higher qualities of mind and heart, as to abundantly justify the expectation of great and commensurate usefulness.

It would be impossible, without overstepping the limits proper for this report, to describe in detail the principles which have guided their instruction and training. It may not be out of place, however, to give an outline of the strictly literary part of their course.

The term of three years includes the undergraduate course —the advanced class of to-day have studied with special referance to general development and culture, and to qualification for the High Schools—a critical and extended course in English literature—History and its philosophy, ancient and mediæval—Mental Philosophy—Geology—Natural History in many of its branches—Astronomy—the Latin language—the French language—Constitution of the United States and of Massachusetts —Algebra—Geometry—Trigonometry—Conic Sections—Analytical Geometry—the Calculus, Differential and Integral—Logic—Reviews in the more elementary studies,—and neither *first* nor *last*, but constantly in some form, the theory and art of teaching; so that whilst these grand studies have been pursued, each and every one has had a professional direction, and been pursued rather as means for an end, than as intrinsically valuable merely. It will be seen that this course includes the most important, and the most severe studies of a college course. In English literature it is more extensive and valuable; in history also; in pure mathematics it is the same course pursued at Harvard University.

Of the comparative practical cost of these pursuits, and the zeal and thoroughness with which everything has been mastered, it perhaps becomes those who are familiar with our colleges and who have witnessed the five or six examinations of this class to speak rather than me.

That this course is *perfectly* adapted to the wants of the high schools, that it does not require and will not receive essential modifications, I do not for a moment contend. So important a measure cannot be perfected at once. It is just possible that I may have been influenced a little by the fact that a rich and liberal State, the patroness of the agriculturist and the artisan, the professed cherisher of learning and of all seminaries of

learning, which has with noble generosity poured its gifts into college treasuries, would not deem its funds misapplied, if a few, a *very few* dollars at most, were expended in bestowing upon some of her daughters higher educational privileges than the most of them have ever yet enjoyed, but which are only equal, if so much, to what she lays at the feet of every one of her sons. That a State which would pledge ten thousand dollars from its coffers to investigate the cause of the potato disease, would not think it amiss if a very small sum were expended in endeavoring to test the ability of the female mind to grasp and pursue with success the high studies of which *we*, favored in sex, boast that we are capable, and thus settle the question of far more importance than the Dead Sea exploration could ever be. We all perfectly understand the general opinion of men in regard to the inability of the female sex to pursue the higher, the abstruser sciences with success; here and there among them a sun has risen in glory, or a bright meteor flashed across the sky, but I call your attention to those to-day, who by the repeated testimony of your own number have grasped even the highest reach of pure mathematics in our universities with marked success, and *that* under a woman's teaching—who have done only what thousands of women in our State can equally do, give them but the opportunity,—who shall not appear with you on 'change, jostle you at the hustings, or berate you from the forum; but who shall all the better comprehend woman's divine mission; who shall the more perfectly perform the work which God has so evidently assigned her.

I have spoken of the *money* expended. I need not have made the allusion, for after a careful consideration, I am fully of the opinion that not only does such a class pay the small addition of labor which it requires, but leaves the school greatly the gainer. In an institution like ours, where classes succeed each other so rapidly, and the entire body is changed in a little more than a year, the influence of a small number of pupils intimately acquainted with every law and custom, thoroughly imbued with the spirit which we seek to promote and perpetuate, and possessing the confidence of the teachers, cannot be fully appreciated by persons not conversant with the business of the school. Having themselves completed the undergraduated course, they furnish a *corps de reserve*, whence assistance may be secured in every emergency. Finally, they are an ever-present testimony to the success which attends rightly directed labor, and a standing argument in the school against discouragement and inactivity.

"Self-love is not so vile a sin as self-neglecting."

HAMPDEN COUNTY ASSOCIATION.

THE semiannual meeting of the Hampden County Teachers' Association was held at North Wilbraham, on Friday and Saturday, the 12th and 13th of May.

The meeting was called to order by the President, C. P. Barrows, Esq. A lecture was delivered at this time by J. M. Emerson, A. M., of Springfield, upon the subject of Mathematics. The principal topics were the Importance and Beauty of Mathematical Studies—the Present Neglect of such Branches, a Sketch of the History of Mathematics, and some pleasing statements with regard to different systems of Notation. This was followed by a discussion of an hour upon the mode of producing a Symmetrical Development of the Mental Faculties, when the Association adjourned.

At half-past seven o'clock in the evening, a full audience convened for the purpose of listening to a lecture on the subject of the Progress of Astronomy, by W. H. Wells, of Newburyport, Principal elect of the Westfield Normal School.. The lecture was occupied mostly with the ancient history of astronomy, and closed with the dawn of modern discovery. At the close of the lecture motion was made that the Committee on the subject of Prize Essays report; they did so, through the Secretary of the Association, L. M. Scott, Esq., and Essay marked "D," was announced as the one which had won the prize of $20.00. An envelope containing the name of the successful competitor, was then opened by the Secretary, before the audience, and A. Parish, Esq., of Springfield, was declared the author. Motion was made and carried, that the Prize Essay, on the subject of the Mutual Relations of Parents and Teachers, be read by the Author. Although the hour was late, the audience listened with evident interest and attention. The Essay was an excellent one.

At half-past eight on Saturday morning, the Association convened. Motion was made and unanimously carried, that the Executive Officers secure the printing, and dissemination through the county, of the Prize Essay, at the expense of the Association. Some further discussion ensued upon the subject of the previous afternoon,—the Symmetrical Development of the Mental Faculties. Remarks were made with regard to the Massachusetts Teacher. It was cordially commended by several speakers to the attention and patronage of all present. At nine o'clock the Association listened to a Lecture from A. Parish, Esq., upon the subject, Man designed to be Educated. At the close of the Lecture the Association made expression by vote, of its thanks to the several gentlemen who had favored the occasion with Lectures; to the people of the place for their

kindness in providing entertainment; to the teachers of the Wesleyan Academy for their kindness in throwing open their rooms; to the several railroad companies for facilities afforded. It was also voted that the Executive Officers of the Association be requested to prepare and cause to be printed in script, a letter to the School Committees of the county, respectfully requesting them to permit teachers in their several districts and towns, to attend the next meeting of the Association, and aid them in attending, if necessary. The meeting was one of interest and profit to those present. The number from abroad was quite large. We noticed several teachers and friends of education from other counties. The teachers and a large number of the students of the Wesleyan Academy were in constant attendance; this fact secured large and pleasant audiences at the several sessions of the Association.

VALEDICTORY.

Referred to on page 190.

With timid step, kind friends, I come,
To tell you that our task is done.
Before you I could scarce appear,
Were not familiar faces here,
But no uncourteous critic fearing,
I ask from all indulgent hearing.

And now, before our grateful eyes
Behold a Library arise!
Well filled with books of solid worth,
The noblest treasures of the earth.
Here many a Lexicon we view,
And huge Encyclopedia too;—
Euclid and Herschel and Laplace,
Who gravest heads will oft harass;—
And Ovid, with his strange vagaries,
And Julius Cæsar's Commentaries,—
Which those well skilled in classic lore,
Will take delight in conning o'er;
And e'en the Master, too, may deign
The *hardest* to peruse again:
For books that put *us* on the rack,
To teachers are but nuts to crack.
Homer and Virgil to them sing
Like blue-birds in the early Spring.
They talk of Alpha, Beta, Gamma,
And prize a musty, old Greek Grammar,

As we the violets of May,
Or a long, sunny holiday.
But there are those, we must confess,
Would be content with something less;
And, if the truth they dared to say,
Would choose a legend, or a lay.
Perhaps, in time, our recreation
May be study in vacation;
Consider the affairs of Russia,
Or doubt the politics of Prussia;
But now, methinks, we should be brighter,
For "Bleak House," or the new "Lamplighter:"
Something we need to wake our senses,
After dull moods and duller tenses,
Or we, perchance, might learn to hate
The dictionary, too, and slate.
So I would ask one little shelf
For those as foolish as myself,
Where Dickens, and Sir Walter Scott,
And Irving might be ne'er forgot;—
That we sweet Nell might still bewail,
Or listen to a Christmas tale;—
Or an enchanting sail might take
With the fair Lady of the Lake.

O ye, who, high on Learning's hill,
Now calmly rest, and muse at will,
Do not, 'neath Truth's unclouded ray,
Forget the darkness of our way:
Sometimes we find the road so rough,
We fain cry out, "'T is quite enough."
Sometimes we stumble, and each brain
Is dizzy when we rise again;—
And then, excuse me if I say it,—
But if 't is true, pray duly weigh it,—
The poor old stage in which we rumble
Is full and hot, and so we grumble,—
And wish the wise ones far ahead
Would grant us a *new coach* instead,
Well built, well warmed, well aired, and neat,
That Pegasus, with willing feet
May take us to the summit fair,
And let us taste the fountain there.

Dear friends, accept from all, through me,
Thanks for your cordial sympathy;
And, praying blessings like the dew
Abundantly may fall on you,
And peace in every bosom dwell,
I bid you all a kind farewell.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
C. J. CAPEN, ... *Dedham.* } { E. S. STEARNS, ... *Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE next annual meeting of this Society will be held in Providence, R. I.; the sessions will commence on Tuesday, the eighth of August, and continue three days. Bishop Potter, of Philadelphia, Rev. Dr. Wayland, Pres. of Brown University, and other distinguished gentlemen will lecture. Full particulars in regard to the meeting will appear in the July No. of the Teacher.

We deem the appointment of Providence as the place of meeting quite auspicious. No city in New England can present stronger attractions; and the fact of its being the seat of a noble and time-honored University, will heighten the interest of the occasion.

President Wayland, who, we understand, will give the introductory lecture, acceded to the office of President of Brown University in 1827; thus the period of his incumbency is longer than that of any president of any of our colleges, with the exception of that of Rev. Edward Holyoke, who was President of Harvard College from 1737 to 1769. Under the auspices of Dr. Wayland's Presidency, the University has attained the highest rank among the collegiate institutions of the United States. Thoroughness, which in some institutions of learning is, we might almost say, ignored, or left to the option of the student, is here a matter of constant concern; and we assert that, in this respect, it approaches West Point more nearly than any institution in this country: as a consequence of this, its sons make the best of educators.

The school system of Providence has long been a model for imitation.

The atmosphere of the place, and the cordial invitation which has been extended to the Institute by the citizens of Providence, afford presages of a successful meeting.

A MODEL TOWN.

WEST ROXBURY, Mass., with between three and four thousand inhabitants, appropriates this year $8,300 for the support of schools. This amount, together with the income from the Eliot Fund, from which the Eliot High School is supported, reaches

the sum of $10,600; being more than $16 a year for each pupil. Will she not stand at the head of the list? The salary of the Principal of the Eliot School has lately been raised to $1,500, and of the Grammar Masters to $1,200 and $1000 respectively. The salary of the highest grade of female teachers is $400. We may here add that the town raises this year $6000 for roads, although its area extends in no direction more than four miles.

NORMAL SCHOOL AT PROVIDENCE, R. I.

DURING the two winters last past, a school has been sustained in Providence, for the preparation of teachers. It was established by the efforts of Prof. S. S. Greene, Superintendent of Schools in that city; and Messrs. D. P. Colburn and Arthur Sumner, in connection with Prof. Greene, were employed as teachers. This School has hitherto been a private establishment, but at the close of its last session, the people of Providence and the City Government were so thoroughly convinced of its utility and efficiency, that the latter, with great unanimity, voted a liberal sum for the maintenance of a Normal School for the use of the city, of which Mr. Colburn was appointed Principal, and Mr. Sumner, Assistant. The new establishment is to be kept in the commodious building erected for the previous school. We congratulate the people of Providence upon the happy auspices under which their Normal School commences its career. Mr. Colburn enjoys a wide and enviable reputation as a teacher, having for a number of years been employed in teaching in the Bridgewater Normal School in Massachusetts, and since leaving that excellent institution, as an instructor in Dr. Sears's Institutes, and as teacher of mathematics in the Lancaster Normal Institute. He has also been much employed as an Institute instructor in other States. Mr. Sumner, although comparatively young in his profession, bids fair to become a highly successful member of it. Both of these gentlemen have enjoyed the privilege of spending some time under the instruction of Mr. Tillinghast, late of Bridgewater, to whose thorough teaching, as well as to the noble spirit with which he animated them in in common with many others, they doubtless owe their high measure of success.

We understand that the State has, since the action of the city, appropriated $3000 per annum for the support of a Normal School, and it is thought that the School already established may pass under the control of the State. E.

GO THOU AND DO LIKEWISE.

Mr. Slafter, Principal of the High School in Dedham, lately gave an Evening Exhibition of his school, with the view of raising funds for the purchase of maps, and works of reference for the use of his scholars. The exercises consisted of dialogues and single pieces, original and selected, in which all the pupils participated. The original pieces were the most successful of all; one in particular by a young lady, a pupil of the school, elicited much and well-deserved applause. The valedictory, a poem, was written for the occasion by a kind lady of the place, and was repeated in modest and graceful style by one of the young misses of the school. We solicited a copy of the piece for insertion in this number of the "Teacher," under the belief that it would commend itself to all lovers of pure sentiment and graceful numbers. It may be found on page 186. The amount of proceeds of the exhibition was about $125. We deem this method of accomplishing so praiseworthy an object a most excellent one, and have mentioned the subject with the view of recommending the plan. We can see in it no objectionable features; and it is an occasion of reciprocal pleasure and profit.

The citizens of Dedham, at their last town meeting, voted to raise $6000 for the erection of a new High School building, in place of the wretched apology for one so well hit off in the poem above referred to. This is an evidence of a progressive spirit in the town. We trust that they will reform in two other respects,—raise the salaries of thier teachers, and abolish the district system. So long as Nantucket pays $700 to her Grammar Masters, and $1200 to the High School teacher, she can command the services of the teachers in most of her sister towns, without being obnoxious to the charge of violating any of the precepts of the Decalogue. We here openly profess our intention of helping our brothers and sisters to better situations as often as we have opportunity. We say the town of Dedham and many other towns must raise the salaries of their teachers, if they wish to retain their services.

Mr. S. L. Mead, late of Dedham, has been appointed to take charge of one of the Grammar Schools of Nantucket.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

This Association held its semiannual meeting in Rumford Hall, Waltham, on Friday and Saturday, the 7th and 8th of April ult.

The meeting was organized on Friday, at 10 A. M. After prayer by Rev. M. L. Bickford, of Waltham, the Association

was happily and cordially welcomed to the place by Rev. T. Hill.

The preliminary business having been despatched, Elbridge Smith, Esq., of Cambridge, was introduced as the Lecturer of the morning. The address was an able and beautiful production upon The Study of the Classics.

The first hour of the afternoon session was devoted to an animated discussion of the morning lecture. After which, the Association was favored with a Lecture from Rev. T. Hill, Chairman of the School Committee of Waltham. His theme, "Science in the Primary School," was handled in a very interesting manner. The point upon which he dwelt with the most earnestness, was, that *Geometry should precede Arithmetic, and was, in fact, the proper foundation of all real science. Its truths, without proofs, should be taught to our youngest pupils.*

The discussion following the address, turned principally upon the cultivation of vocal music in the public schools.

The evening session was mostly spent in listening to a Lecture and Recitations from Prof. C. P. Bronson, of Boston, after which the Association was adjourned to 8 1-2 A. M., the next day.

SATURDAY SESSION.

The morning business having been finished, the first hour was devoted to a discussion upon "School Government," after which, Richard Edwards, Esq., of Salem, gave an excellent Address upon the "Study of Geography." His main idea was, that children should be taught to map from Nature, and, by the use of relief maps and other devices, we should strive to give them a lively and true conception of the surface of the earth as represented by common maps and globes.

The Lecture having been discussed for a short time, the debate was turned, and the remaining time spent in discussing the merits of the *one session* system in our schools. Some, from actual trial of the experiment in their schools, were convinced that fewer hours of study and closer application, would be more conducive to health and the rapid advancement of the scholar.

The debate having closed, E. Smith, Esq., introduced the following resolution, which passed unanimously:—

Resolved, That it is the sense of this Association, that we derive great benefit from the opportunity afforded us at our meetings for the interchange of professional views, and that we deem it the duty of all teachers to use all proper means to obtain the consent of their respective Committees to attend every meeting of this body.

The hour of final adjournment being near, the Committee on Resolutions, submitted the following, which were also unanimously passed.

Resolved, That this Association is greatly indebted to E. Smith, Esq., of Cambridge, Rev. T. Hill, of Waltham, Prof. C. P. Bronson, of Boston, and Richard Edwards, Esq., of Salem, for their able and instructive Lectures during its present sessions.

Resolved, That the warmest thanks of this body be tendered to the Rumford Institute for the use of their commodious and elegant hall.

Resolved, That the comfort and happiness of this Association have been greatly promoted by the assiduous care and attention of our Committee of Arrangements, and by the very generous hospitality of the citizens of Waltham in receiving us into their families; and that we return to them our most grateful acknowledgments.

The attendance of teachers and friends of education was large, but not *too* large for the generous hospitalities of the citizens, as there were places yet in reserve for others. Why could they not have been there to enjoy them? The good people of Waltham have given ocular demonstration that they are deeply interested in the object and welfare of the Association, and the teachers present will long remember their cordial reception and agreeable sojourn.

The Association has the earnest teachers of Middlesex with it, and it *must* succeed. If the last meeting be a pledge of the future, we may rest assured of the strong sympathy and hearty coöperation of the various parts of the county in which we may meet. It is to be hoped that committee men will be liberal with their teachers, and encourage their attendance, and no teacher that possesses any vitality or true love for his profession should think of being absent. The following gentlemen were chosen as officers for the ensuing year:—

C. C. Chase, of Lowell, *President*.

Elbridge Smith, of Cambridge; S. S. Wilson, of Charlestown; C. E. Hovey, Framingham; Abner Rice, of Natick; S. D. Hunt, of Concord, *Vice Presidents*.

J. W. Hunt, of Newton Centre, *Secretary*.

W. H. Ladd, of Cambridge, *Treasurer*.

A. M. Gay, of Charlestown; E. W. Gale, of Malden; Charles Hammond, of Groton; L. P. Frost, of Waltham; H. Leland, of Newton Lower Falls, *Executive Committee*.

J. W. HUNT,
Sec'y M. T. A.

The following letter deserves a place in this connection, and with the consent of Mr. Hunt, we publish it.—RES. EDS.

FRIEND HUNT:—Rev. Mr. Bickford has just said to me that you asked for information concerning the number accommodated

on Friday and Saturday, at the meeting of the Middlesex County Teachers' Association. There were about one hundred and fifty during Friday night, and over two hundred in all accommodated by our friends. The only regrets I have heard, have been, 1st, that the session was *not longer;* and 2d, that we did not have *more* teachers, as a number of families who were expecting did not receive any company.

Yours, truly,

L. P. FROST.

Waltham, April 10, 1854.

FRANKLIN CO. COMMON SCHOOL ASSOCIATION.

PURSUANT to notice the Franklin County Common School Association held its semiannual meeting in Deerfield, April 25th and 26th,—Rev. P. Smith, *Vice President*, in the chair. Prayer was offered by Rev. William Stowe of Coleraine. The report of the last meeting was read by the Secretary, and accepted. The report of the Committee chosen to revise the Constitution was accepted and adopted.

The Association then discussed the following subject: What can be done to elevate the profession of the Teacher? And what is most needed to be done for the furtherance of this object in Franklin County? The question was opened in a very able manner by H. R. Warriner, Esq., followed by Messrs. Stowe, Whitman, Miner, Jenkins, Lincoln and Slate.

The Committee on awards, reported Prizes on Essays to the following persons: —

First prize of $5.00, to Miss Maria B. Williams of Deerfield.

Second prize of $2.00, to Mrs. Harriet D. Boutell of Leverett.

Third prize of $1.00, to Miss Laura Newton of Greenfield.

Fourth prize of $1.00, to Miss S. A. C. Perry of Ashfield.

Fifth prize of $1.00, to Mrs. Almira B. Andrews of Montague.

The remaining Essays can be had on application to the Secretary.

The first and fourth Prize Essays were then read before the Association. After which the meeting adjourned.

TUESDAY EVENING.

The President, Rev. E. Andrews of Montague, in the chair. The subject, "The rights of Teachers in regard to the infliction of punishment," was opened and discussed by F. W. Miner,

Esq., of Greenfield, and laid on the table. The Association then listened to a lecture full of energy, humor and talent, by Dr. Cleveland of Northampton.

WEDNESDAY MORNING.

Prayer was offered by Rev. D. A. Strong of South Deerfield. The second subject was taken from the table and discussed by Messrs. P. Smith, Lincoln, Trow, Bradford, Moors, Warriner and Whitman; after which, Rev. William Stowe delivered an able and instructive address upon the subject, "Mathematics." Voted to hold an afternoon session and adjourned.

WEDNESDAY AFTERNOON.

The second subject was again taken up, and an animated discussion ensued, by Messrs. Smith, Bradford, Lincoln, Warriner and others, and then laid upon the table.

The third subject, Claims of English Grammer as a subject to be taught in our Common Schools, was opened and discussed by Rev. J. F. Moors, followed by Messrs. Warriner, Whitman, Brigham and Ives. The Association then listened to the reading of the remaining Prize Essays.

The exercises were enlivened by the introduction of singing under the direction of Messrs. Wright, Graves and Kinsman. The following resolution was adopted:

"*Resolved*, That the thanks of this Association be tendered to the citizens of Deerfield for their friendly reception and generous hospitality."

The Association adjourned *sine die*.

D. H. NEWTON, *Secretary*.

Greenfield, May 1, 1854.

HUNTERDON CO. TEACHERS' ASSOCIATION, N. J.

THIS Association was organized, and held its first meeting on the 22d of April. From the account of the proceedings which we received, we should judge that the teachers of Hunterdon County were actuated by a spirit that will exercise a healthy influence in that part of the State. New Jersey is doing much to advance the cause of Popular Education. She has lately passed an act "to establish Teachers' Institutes." Among the resolutions passed at the above mentioned meeting were the following:—

Resolved, That we heartily sympathize with the true friends of the cause everywhere, and congratulate them that it begins to take its proper position before the world; and that we will zealously co-operate with our brethren in our own state to redeem New Jersey from that worse than Egyptian bondage!—the thraldom of ignorance.

That, while we welcome every improvement in the plan of education, and take courage from the progress hitherto made, we desire to remember that every change is not necessarily an improvement; and that we deeply regret the prevalence in our schools of that superficiality — that smattering process — which is the consequence of too great haste on the part of the teachers and parents to "finish the education" of youth.

That we feel the Teacher's profession to be arduous and responsible; and that we believe that any labor, time or money expended in increasing his facilities for teaching, and in rendering him more fit for his duty, is well expended, and will yield a rich return to the source from which it is received.

That we regard Teachers' Institutes as a most important means of increasing the qualifications and exciting the devotion of teachers, as well as of arousing the community to the importance of education, and as peculiarly fitted to do good at this juncture of educational affairs in our State.

That we heartily thank our Legislators that they have passed "an act to establish Teachers' Institutes," and that we congratulate our fellow citizens upon the wisdom and care for the public interest thus manifested.

The officers of the Association are *President*, John Chapman of Raritan. *Vice President*, Edwin Wright of Clinton. *Secretary*, Geo. G. Shaffer of Bethlehem. *Treasurer*, Edward W. Merritt of Readington. *Executive Committee*, J. B. Thompson, C. R. Daggett, E. W. Merritt.

Teachers desiring to attend the Teachers' Institute to be held in the County in September, are requested to forward their names to the above Committee soon, so that arrangements may be made for their accommodation.

NOTICES OF BOOKS.

THESAURUS OF ENGLISH WORDS, *so classified and arranged as to facilitate the Expression of Ideas, and assist in Literary Composition. By Peter Mark Roget, late Secretary of the Royal Society, Author of the "Bridgewater Treatise on Animal and Vegetable Physiology," etc. Revised and edited, with a List of Foreign Words, defined in English, and other additions. By Barnas Sears, D. D., Secretary of the Massachusetts Board of Education.* Boston: Gould & Lincoln, 59 Washington Street.

A WORK of this kind has been a great desideratum with scholars. It is not, strictly speaking, a treatise on synonymes, wherein words of similar signification are discussed and nicely

weighed for the purpose of bringing clearly to view their various shades of meaning; it does not, therefore, enter upon the field which Crabbe, Whately, Horne Tooke, and others have explored. Indeed, the scholar needs not so much a treatise on synonymes, as a complete collection of them, to which, when the memory is at fault, he may resort for such a selection as will best express his idea.

The work of Dr. Roget differs also from a comprehensive dictionary. It is the province of the latter to explain the meaning of words, or to state the ideas which words, as used by different authors, convey. On the other hand, the object of the Thesaurus, as its name implies, is, from its ample stock of synonymes, and words classified according to their signification, to furnish the exact word or expression for the idea, when, as is often the case, it does not readily occur to the translator, the speaker, or the writer.

Teachers may safely recommend its use to pupils who are in the daily practice of translating from other languages into their vernacular. As a hand-book of reference, it will prove more generally serviceable to them than a treatise on synonymes; and we believe that it will soon come into constant use by the classical student, and will augment the effectiveness of classical studies as a means of mental culture.

Dr. Sears, in adapting the work to the actual wants of the student by a scrupulous revision, has performed an excellent service in the cause of polite literature; and the complete collection of foreign words and phrases, which, with much research, he has prepared, and incorporated with the original work of Roget, renders it much more acceptable as a *vade mecum*.

MY SCHOOLS AND SCHOOLMASTERS; OR, THE STORY OF MY EDUCATION. BY HUGH MILLER. *Boston: Gould & Lincoln.*

Sir David Brewster, in his Memoir of Hugh Miller, remarks, "We wish that we could have gratified our readers with an authentic and even detailed narrative of the previous history of so remarkable a writer, and of the steps by which his knowledge was acquired, and the difficulties which he encountered in his pursuit." This, Miller himself has furnished us, in a work as remarkable for its beautiful descriptions, its chaste and elegant composition, as any that has of late appeared on either side of the Atlantic. The Scotch writers of the present century have proved themselves better masters of the English language than the other side of the Tweed can produce; and the works of Hugh Miller will do much to perpetuate their fame. A poor mechanic, self-taught, has in his life-time risen so high as to

have Sir David Brewster for his biographer, and Agassiz to superintend the publishing of his celebrated work, "Footprints of the Creator." What a lesson to teachers and students!

We have received copies of the above works from Messrs. Ide & Dennet, 106 Washington Street, whose fine collection of maps we had occasion lately to speak of. For their many favors we thank them. Their complete assortment of school-books and school implements is well known among teachers.

A HISTORY OF GREECE, *from the earliest times to the Roman Conquest, with Supplementary Chapters on the History of Literature and Art. By William Smith, LL. D., Editor of the "Greek and Roman Antiquities," "Biography and Mythology," etc.*

For the re-publication of this work on Grecian History, we are indebted to Messrs. Jenks, Hickling & Swan. It is a volume containing about 650 pages, duodecimo, and is bound in a style that for beauty of finish and for strength, will justify its comparison with any school-book that has yet appeared from the press.

As to the internal character of the work, it gives what it purports to, a clear and accurate account of the most recents results at which modern scholars have arrived. It contains on its pages numerous maps of the different districts, thus enabling the scholar to read without having his attention constantly withdrawn to a separate work for the purpose of carrying the locality in his mind, together with the historical narrative. It contains also plans of battles, views of public buildings, of works of art, &c., which will render it, as a history, more useful, more intelligible, and more acceptable to the general reader.

THE FIRST CLASS STANDARD READER. *By Epes Sargent, Author of the "Standard Speaker."*

The excellence of the latter work will serve to draw attention to the former, and from a perusal of it we feel that it will not disappoint expectation. It is published by Phillips & Sampson, and is for sale at Ide & Dennet's, 106 Washington Street.

PAYSON & DUNTON'S SYSTEM OF PENMANSHIP. *Crosby, Nichols & Co.*

This series of Writing Lessons is comprised in six books, one designed especially for ladies. The authors have introduced some improvements in their late editions. The copies are now engraved upon the top of the page, instead of being upon

separate sheets, attached to the covers. This arrangement is preferred by most teachers.

Payson & Dunton's books have become popular, and are regarded by many as the best in use. They are well worth an examination.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

A WORD FOR THE BOYS.

WHO is respected? It is the boy who conducts himself well, who is honest, diligent, and obedient in all things. It is the boy who is making an effort continually to respect his father, and to obey him in whatever he may direct to be done. It is the boy who is kind to other little boys, who respects age, and who never gets into difficulties or quarrels with his companions. It is the boy who leaves no effort untried to improve himself in knowledge and wisdom every day; who is busy and active in endeavoring to do good acts towards others. Show me a boy who obeys his parents, who is diligent, who has respect for age, and if he is not respected and beloved by every one, then there is no such thing as truth in the world. — *Hingham Gazette.*

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 7.] WILLIAM L. GAGE, Editor of this Number. [July, 1854.

MENTAL CULTIVATION AMONG TEACHERS.

"Stationary: fixed, not moving, not progressive."—Noah Webster.

We may talk as much as we will of the external hindrances to successful teaching, such as badly ventilated school-rooms, ill-arranged and ill-adapted text books, unappreciating pupils and censorious parents, but after all, the main hindrance lies in ourselves. We are too stationary; always inciting our pupils onward, we ever remain fixed ourselves; ever holding up the motto "excelsior" as the watchword of life, we ourselves refuse to obey its injunction.

Now to make ourselves and our profession respected, we must partake in the general movement around us. We must not be content to see men of all other occupations ambitious to perfect themselves in the work of their hands or brains, to rise and keep rising, with some position of honor ever before them to stimulate them onward, and yet allow ourselves to be mere passive spectators: "our brethren are already in the field; why stand we here idle?" Our profession has no culminating point; there is room in it ever to ascend, and continually to gain new spheres of influence, fresh footholds of power.

We would not be understood by these remarks to imply that there is any want of earnestness to be deplored; we do not believe that the teachers of Massachusetts are lacking in zeal. But we do think that there is much power squandered, much force spent in the wrong direction. There is no class of men who toil like earnest teachers. Imagine a minister with an excitement equal to that of preaching one day in the week, extending itself over

six, and that not for three hours of the day, but for twice that number. How long would he live under it? But this the zealous teacher does; and if he does not have his nervous system strung to the highest tension, and his whole action glowing with unabated fire, he is, forsooth, *sluggish*, *indifferent*, and worse than both, that stinging word, *moderate*.

We have been convinced by a short but satisfactory experience, that consuming zeal in the school-room, is a most unsafe agent for the teacher to employ. We have been theoretically convinced of this, we would say; though how speedily we may be able to take advantage practically of this truth, remains to be tested. It is so agreeable to the American teacher to see the motion of the rail train, and the electric telegraph imitated on the highway of education; it is so consonant with the American rapidity of accomplishing everything, to hear the quiet drawl of the old fashioned school superseded by the tingling snap of modern method, that our Massachusetts teachers must be permeated by a strong principle, if by any, whose tendency shall be to draw them from the path of those who make a shortened life the price of their ambition.

It was but a few days since that we were conversing with an eminent teacher of the State, when he in a quiet way mentioned some plan for mitigating the labor of the school-room, and did it in such a manner as to convey the impression that he was looking forward to a serene old age. What! thought we, can it be possible that any teacher takes thought upon such an unworthy subject as how long he may prolong his days? Strange to say, the thing had never occurred to us before. The excitement of the school-room had seemed to us as absolutely precluding the thought of long life, and not only had we never speculated upon the probability of arriving at the threescore years or the possibility of the threescore and ten, but we had even considered forty as a limit of considerable uncertainty. The teacher to whom we refer will read these words; and to him we would give our public thanks for suggesting what may be new to other teachers than onrselves, that we are to take some thought for the morrow, in this respect at least.

Now if it be wrong to squander our lives as many teachers do,—and we are sorry that the professional teachers of Boston are by no means to be excluded from the number,—if it be wrong to entertain feelings which every earnest young teacher without doubt harbors, and which, if expressed, would be this—"I will gladly give my life to promote my scholars' good;" if it be wrong to forget that we are entitled to a calm old age, a peaceful descent from active life to the grave, then it becomes us to see how we may rise to the same height to which consuming zeal would carry us, and yet retain our health, our quiet and our happiness. Zeal

will secure a teacher influence and repute, if it be seconded by even a moderate share of learning and prudence; it may and almost certainly must, if allowed to run into the frenzied excitement of some school-rooms, send the teacher to an early and soon forgotten grave.

Our profession must not be stationary; it must be progressive. And if we consult for our own comfort, and come to the conclusion that we overtask and make martyrs of ourselves to no good purpose; if we at length determine that we will do so no longer, but will claim for ourselves what we would readily grant to others, the blessing of a protracted life, then it becomes us to devise some method to still sustain our influence, to enlarge our power, and still to point onward to success. And that method must be to go forward in our mental cultivation. We say mental cultivation purposely; the teachers of Massachusetts are deservedly far better known for their morality than for their intelligence. They cannot well help being moral; they are, if we may speak freely, exposed to no temptation. But how little real mental cultivation is there among us. We read the papers, it may be; we peruse with intense eagerness the great works of fiction;—we say great, because we have too much confidence in the intellect of the Massachusetts teachers to suppose that they honor the trashy novels of the day with their perusal;—we take some slight interest in the scientific discoveries of the time: but we do not study; we do not toil with our brains; we do not educate ourselves, though we are the educators of others. We stop just where we were when we left school or left college, and then complain that our profession does not stand second only to the clerical.

But one teacher may say, "I work so hard in school, that I have no energy left to enter upon such additional toil as you would impose." To such we would say, Squander less energy in the school-room, and increase your scholarship. The great reason why teachers are so fearful of committees is because the latter stand in no awe of the attainments of the former. Let our teachers become learned men, and they need have no fear that unless they tax their energies to the severest exertion the "report" will dispose of them with but a word of qualified praise, or with many of unqualified censure. Our teachers are not wise in that they know these things not. The really able teacher is not always the one who drives the work of his school-room, as a steam-engine drives one of Hoe's fast presses; but the one who, being "apt to teach," has the most principle, the most manliness, and the highest attainments. Let our Massachusetts teachers realize this; let them feel that they must educate themselves while they educate others; let them be the scholars of the State, equally distinguished for their piety and for their attainments, and we will venture to predict for the profession, honor,

love, a ready granting of all the auxiliaries which may make the life of the teacher less burdensome, and a speedy withdrawal of all those exactions upon our nervous energy which neither committees, parents, nor children are entitled to demand, and to which we yield only with the sacrifice of our manliness.

SCHOOL READERS.

THE race of school Readers is becoming extinct, and if there be any one thing for which the friend of thorough scholarship may be thankful, it is for this. Patchwork knowledge has not only been the order of the day, but the order of the years. From the Columbian Orator and English Reader to the First Class Book,—from the times of our grandfathers to those of our children, the harvests of superficial knowledge have been immense, and we gladly turn to any plan which shall fill the mental granaries with more substantial though less bulky and less showy results. To root out the evil we conceive to be the great mission of High Schools; and in the contest now waging between them and the Academies, we are almost constrained to toss up our cap and hail with a shout the return of systematic scholarship and a mental growth untrammelled by superficiality.

Which is the best field for discipline, an Ohio Academy where Phrenics, Chronics, Theotics, Epistatics, Geotics, Technics, and Cosmics receive an equal share of attention, or an unassuming Massachusetts High School, with its simple Mathematics, and no display even of that? Give me a school where every scholar can explain the entire theory of Vulgar Fractions and of the Division of Decimals; can elucidate by common sense or algebraic proof every rule in Arithmetic, from Interest to Banking; can read well a hundred lines taken at random from Paradise Lost; explain the grammatical construction, the allusions to ancient mythology and ancient geography; can give the derivation of the most prominent words, and the meaning of all; who manifest perfect familiarity with Plane Geometry,— and I ask not for Phoronomy or Graphics, Hylology or Polemics. *These*, as they are commonly pursued, promote not mental growth but mental dissipation. They no more satisfy the demands of a healthy expanding intellect, than titbits from a French cook can subdue the appetite of a voracious Yankee farmer.

Now school Readers, as our generation and as the few generations past know the term, deserve to be classed in the same category with these unsuitable studies for schools, and to be as heartily condemned. They do not furnish information, for no author has

time to fairly embark on his subject, before he is summarily dismissed; they do not interest the scholar in eminent writers; how can the young more than others be expected to be interested in men of whom they see so little? And from the constant perusal of short pieces in the Reader, the pupil imbibes a relish for short paragraphs, and a distaste for any thing elaborate, admirably in keeping with the superficial tendency of the American nation.

The best thing that can be said in their behalf is that they afford variety of style, but it is a variety purchased at a fearful cost. Most persons get their knowledge and all their knowledge of English literature from their school Reader. But what would a classical scholar say of an acquaintance with Greek and Roman literature presented in a book like the Readers of the day? Rather what would he not say? What would be forcible enough to condemn it?

The compendium of English Authors by Cleveland is a great step in advance of the old system. The pupil who may use this book under the guidance of a judicious teacher may lay it down at the close of his school days feeling that he knows something of English literature, and with some admiration of English genius. He has the materials to make the acquaintance of Milton and Shakspeare, Cowper and Goldsmith, limited though the acquaintance may be. And better is this by far than to lay aside the budget of patches which our school Readers are, and feel that the object gained is simply the mechanical execution of the art of Reading.

But even such a compendium as the one named is not the Ultima Thule in this direction. We must use the entire, unmutilated works of genius. Readers may suffice for the tyro, but for the scholar of awakened powers, we need a work which shall call forth his admiration, and give him an almost tangible feeling of sympathy with his author. For that reason I would place in his hands a tragedy of Shakspeare, the Deserted Village and Traveller of Goldsmith, an Oration of Webster, or, better than all for such purpose, the grand old Paradise Lost; from these and others, I would select the one best adapted to my pupil's capacity, and then hope for large results. Expense is no obstacle in this matter. When copies of Milton can be purchased for two dollars a dozen, why should our scholars starve on the driblets of our reading books? Not all schemes of reform find it so easy to build up as to pull down. Not so with this; and among the rational reforms of the present day, one is imperatively called for which shall give to our scholars, while engaged in the study of elegant literature, the feeling of satisfaction resulting from "something attempted, something done."

MANUALS FOR SCHOOLS.

One great source of perplexity to those concerned in the work of education at the present day is the multitude of new school-books that crowd the market. The trade, especially in this vicinity, is in a flourishing condition. No trifling part of its profits arises from the sale of books to supply our schools. It matters little whether the books are really wanted: a spirited advertisement, guarded by a long file of mercenaries in the form of testimonials, opens the way for an agent, and the agent brings the business successfully to a close.

Notwithstanding the great variety in the style and completeness of our text-books, practical teachers, if we may judge by their complaints, find it very difficult to get such as will suit their purpose. Trial after trial is made: the work which was ushered into the schools as the long sought masterpiece, after a short time is condemned, like its predecessors, to make way for the next publication. Is the fault in the books and their authors, or in the unreasonable requirements of teachers?

It is clear enough that too high expectations are often formed. No book can supersede the necessity of having a living teacher: nor can any one rely upon text-books alone to secure his scholars against wasting their time, and what is worse, spoiling their minds by loose, lazy habits of thought. Yet it is not strange that too much dependence is placed on books in teaching. We are confidently assured that this method or that will save nine tenths of the time: another will inject the young mind in a trice with all the sciences and half the arts in a sort of dilute solution: is it not then natural to be a little intoxicated with the hope of improvement, and a little spleeny when it fails?

Books are often thrown aside as worthless, because they have not given satisfaction when put into the hands of scholars for whom they were not intended. Mistakes of this kind often occur in country schools. Committees, learning that a text-book has been approved in city schools of a certain grade, adopt it, overlooking all distinctions, perhaps, indeed, half ignorant that any exist,—and then repent at leisure of their unlucky choice. Cheapness, too, has something to do with the matter.

If the question were put to the teachers of this Commonwealth, *What excellences should a faultless school-book possess?* a majority of them would be more sorely puzzled to answer it than they are disappointed in their search for such a work. Among those who have a clearly defined theory of teaching,—and their number is not great,—there is much diversity of opinion. The question must first be settled, What is the best method of instructing the three classes into which the minds of our pupils naturally divide themselves, namely, those of average capacity, those above average, and those below?

Sound philosophy, to arrive at principles, crosses the field of facts. Whatever be the theories in regard to teaching, the practice may be observed; and it will present, in the schools of New England at least, substantially the same features. The custom is to put a book into the hands of the scholar, assign him a portion for study, and afterwards examine him in the text and the subject. His task is prefaced by no familiar introduction or commentary; he is expected to vindicate his claim to a future place among independent republicans, by mastering, unaided and alone, the lesson assigned to him. The system is emphatically one of recitations. The method of teaching by lectures, or by familiar discussion between teacher and learner, followed by recitations from a syllabus, though it is said to have been used with success in many of the German schools, is among us little understood and seldom practised. Instead of being taught by his instructor how to study, the scholar is left to learn, by disheartening experience, perhaps too late, this lesson, the first and most important of all. He is made to feel the necessity of preparing his recitation; to secure that end, he learns it, not easily by his understanding, but *by heart*. In this way, the minds of multitudes of scholars become little more than mere memories. Rightly enough, the ancients made Mnemosyne the mother of the Muses. Memory is indeed the parent of thought, beyond simple perception, and all its wonderful productions. But memory is not to be exercised or developed alone; besides, it is best improved by cases where facts play a prominent part, as in History, by quickening the imagination, and where laws and deductions from them predominate, as in Mechanics or Mathematics, by disciplining the reflective faculties. Histories, therefore, which are inordinately condensed, become mere jumbles of pictures, serving only to oppress the imagination and enfeeble memory. And in general, books which give simply laws and results, however elaborate their arrangement, are seldom satisfactory to the learner.

Many of our best mathematicians have in this way proved singularly unsuccessful in preparing elementary works. Instead of following the order of discovery, or the natural course of investigation, they give a rigid synthesis of the science, beautiful indeed to the proficient, but dry and perplexing enough to the student.

Elementary books should abound in illustration. Most of the difficulty lies in gaining the proper ideas,—very little in retaining them. Copious illustration does not consist in the repetition of a single one, as the using of fifty examples to illustrate a rule in arithmetic; but in applying the abstraction to a variety of cases, interesting, if possible, and clearly different from each other. For instance: suppose the definition of an ellipse has

been given, and also its equation. The mind comprehends fairly both the definition and the demonstration. If nothing more is done, a short time will suffice with most scholars to remove the impression; leaving only a blur where there should be a clear picture. But let it be added that an ellipse is a section of a cone; that a horizontal beam supported at its extremities, and having a uniform width, is equally strong throughout its whole length, if its vertical section is an ellipse; that this is the curve of the planetary orbits; and besides the other knowledge gained, there will be given so many new guaranties to the faithfulness of memory in retaining the main truths. Such illustrations, however, ought not to encumber the text. This ought to be concise. They may take the form of notes at the end of the work; or better, that of a running commentary on each page.

Serious complaints have been made against the mathematical books used in some of our colleges. Out of every class a few of more than ordinary mathematical capacity, bridge the chasms in the demonstrations; but the majority need more illustration, and an analytical arrangement rather than synthetical. Some of the French works exhibit the natural progression of ideas very perfectly. It is worth while to notice that these are the books which Professors chiefly recommend to their students, and from which many of our own treatises are scarcely more than lifeless abridgments.

The same considerations apply not only to the mathematics, but to all abstract sciences, to grammar especially. Half the school-books on this subject are full of crabbed rules, everything else being left to the teacher, and the other half so overcharged with examples and repetitions, that the laws of the language ought to be put in an appendix to enable the scholar to make their acquaintance.

English grammar suffers most. The grammar of the classical languages, with their multitude of inflections and therefore complex syntax, is taken as the standard, to which the English must somehow conform. Our language has lost nearly all its inflections. Consequently its syntax should be very simple. What in the classical tongues is expressed by inflections, the whole tribe of particles, interrogative, contingent, indefinite, and the like, is expressed with us by auxiliary words, or by a particular arrangement. To explain the traces of inflection that remain, the shortest and indeed the only proper way is to recur at once to the original language. A dozen lessons in any respectable Anglo-Saxon Grammar will give a class of scholars, if of the proper age for the study of grammar, a better knowledge of English etymology than most of them get in their whole course in the ordinary way. It is proper to observe here, that no teacher, at least of a High School or Grammar School, ought to rest till

he can read the Anglo-Saxon language with tolerable facility. At present, our school grammars are dealing principally with the logic of language. Its history, dialects, capacities and tendencies are left out of consideration. The common notion that he who condenses his matter into the smallest possible space, produces the best school-book, checks every attempt to amplify.

These suggestions are made not as an answer to the question mentioned above, but with the hope that teachers will contribute to settle it definitely from their observation of the wants of their scholars. When we can have a set of school-books suited to all the different classes of learners without depending upon advertisements in the newspapers, teachers will be spared much vexation, and the public a deal of expense. J. K. B.

VERBATIM RECITATIONS.

THE experience of the past few months has greatly influenced us in favor of verbatim recitations. They have been pursued, we know, with hue and cry; exact quotations from memory of the words of the text-book have been stigmatized as the utter extinction of the pupil's individuality; as tending to repress thought and to produce servile dependence upon the views of others. It is said, the world has been too long ruled by that tyrannous word, Authority; that now the time has come for the mind to assert its individual supremacy. But let us have a care; there are many things true and good already discovered in the range of morals, in the range of thought, as well as in that of pure science, and those we, and those our children, may learn from ages and from men who knew nothing of California gold, but who knew much of the gold of a mental placer.

But we must deny, besides, that the rigid study of the words which authors use, the committing to memory of their phrases as well as of their ideas, has a tendency to produce parrot minds, unfledged intellects. History and biography will not prove it. Look at the lives of the eminent scholars of England, and you will find that there the deepest thinkers as well as the most ready writers are the men who committed most to memory in their youth. It was much of it dry, grammatical detail, but it was also to a great extent the unctuous verses of Homer and of Horace, lines which keep the mind in running order through life. The soul, like the body, grows by what it feeds on; food hastily swallowed, does but half its work; knowledge gulped down, not half.

If scholars commit to memory pages of history, geometry or logic, and the teacher do not discover till too late that they are but partially understood, let him not deride the memorizing method, but despise himself for his want of acumen. Let the teacher be a penetrating, thorough man, and he will not be ignorant whether the knowledge of his pupils is from the tongue or from the brain.

The grand reason why we favor verbatim recitations is because they beget a habit of thoroughness which will bear the test of life. The school-room is not eminently the place where knowledge is acquired, but it is the place where habits are secured. A zealous man will gain more by the careful use of the evenings of a twelvemonth than a school-boy will attain in five years' study; a man who learned at school how to devote his mind to intellectual tasks will acquire the five years' results in the evenings of a single winter. The knowledge which is got at school is not, generally speaking, the working knowledge which the handicrafts require, but the habit of using the mind is what is needed every day, and in every walk in life. Many men there are unable to analyze a sentence, or even to define the parts of speech, who yet speak admirable English; many a man of high standing in the community would stand aghast, compelled to solve an example in Complex Fractions; many men worth their thousands cannot tell whether Matanzas is in the East or the West Indies.

We would not insist, that to the rising generation of New England, a knowledge of the history of Sweden is as important as that of our own country, or that our children should be expected to be as familiar with the details of the life of Julius Cæsar, as with those of the life of Washington, but we do earnestly remonstrate against the practice, so common, so universal in our schools, of *getting a "general idea"* of many widely different things. "Getting an idea" of history, of grammar, of moral philosophy, yea, of theology, is the bane of American scholarship, and of American piety. The roots of the evil strike in our common schools. Instructors of youth, out with them. Let them no longer retard our country's prosperity. Let the future thorough scholarship of our nation commence in our schools. Dr. Walker, in the admirable address delivered at his inauguration as President of Harvard College, argues that the schools are throwing and must throw the colleges up upon higher ground than they have ever before held. The work is begun. The schools must carry it on. And we hold that there are no more effective means of securing thoroughness among pupils, than by demanding an exact adherence to the words of men who use better words than school-boys, to the thoughts of men who think deeper and clearer than school-girls, and who know better what ought to be learned than any who have not grasped the great

central truth, that all this study of antiquated lore, of dead language, of distasteful formulas, is to shape the mind, and not alone confer knowledge; to give habits as well as accomplishments, to train up and send forth men of power.

THE ARNOLD SYSTEM.

MANY of the readers of the Teacher give instruction in the Latin language; some, perhaps, according to the Arnold system, which is a higher Ollendorf method, with more sensible, or at any rate, with less colloquial examples for practice. It is singular that while the system of Ollendorf, with its various modifications, has become thoroughly popular among us, the kindred system of Arnold is so little known and so slightly prized. The fault does not lie in us, however; there is an intrinsic error in the system. The method in question may give us perfect colloquial fluency; but it never assures a deep and thorough knowledge of any language in its unity; here lies its deficiency. We have not forgotten the scourging which the author of "Teaching a science, and the Teacher an artist" has administered to it with the lash of his stinging satire; nor his eloquent exposition of the patchwork knowledge which it gives when completely carried out. Nor was his severity undeserved.

The great fault in the Arnold system, as all who have employed it must have observed, is the fragmentary character of the principles presented. The verb is not taught with any approximation to an embodiment of its unity. It ought not to be learned at once, with its diverse roots, and variety of termination, yet it is not rational to offer on one page a third person singular, and a dozen or more pages on, a second person plural of the same tense. Yet with such fragments the rudimentary books of this series are filled. Such a thing as a paradigm is not known to the learner till he has arrived at such a portion of the work that he needs them not. Next in magnitude to this evil, is the crude state of the rules and observations. They seem oftentimes to be worded in the most uncouth or unintelligible phrase that could be devised.

But while all of the First Latin Book and the First Greek Book is faulty, with the exception of the examples for illustration with their accompanying vocabularies, these are certainly admirable. I know of no better intellectual exercise for a young scholar, more adapted to give close habits of concentration, persevering search for principles, and watchful observation, than the study of the exercises in Harkness's Arnold. The old edition by Spencer is very faulty. The steps from principle to principle

are often too long to be taken by the young mind, and there is a manifest lack of examples for illustration. The edition by Harkness has, we are glad to see, almost entirely superseded it in this state.

The true way in which this method of which we speak should be made use of is, to allow Arnold's books to work hand in hand with the Latin or Greek Grammar. The exercise of changing English to Latin should not be lost to the learner, nor should he, at the same time, be compelled to commit to memory the barbarous rules to be found on every page of the Arnold text-books. The young student should commence the study with his Andrews and Stoddard in one hand, and his Arnold in the other; every rule should be learned from the former, every illustration drawn from the latter. Let the Arnold be studied from beginning to end; let the grammar be culled of its rules and its paradigms, here a rule, there an observation, here the declension of a noun, there the synopsis of a verbal root, here from etymology, there from syntax, and again, from prosody, if need be. Let the learner's progress in the language be like the slow but thorough erection of a building: as the work rises and proceeds towards completion, wood is drawn from the pile of lumber, mortar is brought from its bed, bricks and stone are laboriously carried to their place, all giving strength and durability; so in the equally solid superstructure of language, let the rules and paradigms be brought in when they are needed and where they are needed, a complete rule and not a part, a complete declension and not a single case, a complete tense and not a third person singular, as Arnold does. Most young persons become disheartened by the first few months' study of Latin and Greek; and no wonder; the application of what they learn lies all in the future; there is nothing to relieve the present drudgery. But by this system, *properly used*, the rules can be applied as soon as they are learned, or rather, they can be learned as soon as they are applied; the scholar, like the house carpenter, sees the value of each block, which has its appropriate place in the general framework.

We are aware that in an article which has interest but to a minority of the readers of the Teacher, we must be brief. Did our limits permit we should be glad to expand the general plan which we have merely indicated above, and to open a short chapter of experience. We would merely say in closing, that for the purposes for which the ancient languages should be studied, to give mental acumen, to give the power of looking after and grasping many things at once, which forms the grand distinction between a capable and an inefficient man, to promote quickness of thought, and, subordinated to all these intellectual gains, to foster a constantly careful habit, we deem the rudimentary text books of Mr. Arnold better than Algebra or Logic, Geometry or Physics, Rhetoric or Botany.

PRESS ON!

BROTHER, do cares and perplexities lower?
Press on!
Ne'er yield to Despair, even one golden hour;
Press on!
Press on, falter not! let thy heart never fail;
Though troubles may throng thee and doubts may assail,
The high, noble Purpose shall ever prevail:
Press on!

Sister, the seed that thou sowest, dies not;
Press on!
Rich shall be the reward, though toilsome thy lot:
Press on!
What in childhood is sown, in youth's season will spring,
In manhood its fruit to maturity bring:
Embrace not Despair, but to Hope ever cling:
Press on!

The battle of life must be earnestly fought;
Press on!
Flag not nor falter in action or thought;
Press on!
Though thy zeal and thy triumph by bards be unsung,
And thy name on Fame's trumpet not loudly be rung,
Yet thy words shall reëcho distant ages among:
Press on!

TEACHING APPLIED TO THE NATURAL SCIENCES.

EVERY practical teacher in our higher English Seminaries has experienced the difficulty of conveying to his pupils a clearly defined and reliable knowledge of the natural sciences. The difficulty seems not to reside so much in the abstruseness of the topics themselves, as in the proper methods to be employed in bringing them before the scholar's mind. Each teacher has his favorite system of instruction, and regards all others as useless and inefficient. In some institutions the pupils are taught to witness with gaping astonishment the performance of certain brilliant experiments, calculated, if properly introduced, to illustrate great principles; while in other establishments, less fortunate in the possession of apparatus, the dry details of the text-book are to be committed to the reluctant memory. In the former case, the dignity of a science is of course wholly lost; the school

room becomes an exhibition of toys, and the advantage of the study is dependent, in the scholar's mind, altogether upon the success of the experimen. before him. In the latter case, where visual experience is totally discarded, the cumbersome mass of minutiæ soon becomes onerous; disgust is awakened, and this before long gives place to negligence. The great desideratum is this;—some means by which the science to be studied shall first commend itself to the favorable consideration of the student, both as an important branch of mental culture, and as affording information of utility in every-day life. We have afterwards to adopt some method by which the principles of the science shall be carefully investigated and acquired, and as we progress, some mode of experimental illustration, which shall confirm the principles involved, rather than amuse the sense.

The interest which we all attach to a beautiful experiment can as well be of that kind which recognizes a reason and an adaptation, as of that which is objectless and ill-defined. And it is one of the most important duties in the teacher's life to discipline the pupil's mind to an exalted standard in this respect.

With the design of making the study of the sciences, and particularly Chemistry, as useful and entertaining as possible to a class of young ladies, we adopted the following plan of study about a year since, and have found it far more successful than any other which we have seen employed. It awakens, and at the same time satisfies the most ardent thirst for scientific knowledge, and throws the greatest interest around the study. Its chief advantage, however, is the habit of original investigation thus necessarily acquired.

The scholars are first led by conversation to feel an interest in the subject, to free their minds from false prejudices, and see the almost innumerable applications of Chemistry every where around them. Their curiosity is thus awakened, and we may excite that curiosity as far as we judge best. Our class is thus prepared to commence with vigor the study itself, feeling that they have much to learn, and that much study on their part is demanded. The first principles of the science, the theoretical or philosophical portions of the subject are then taught by familiar lectures, and every means of illustration which the laboratory or nature can readily furnish is employed. Each young lady is obliged to take notes of the principal statements and the illustrations, and at the commencement of the subsequent lecture, a rigid examination of the class is held upon the last; and this examination invariably indicates great previous attention and a careful consultation of the various works of reference. In the progress of the study the different chemical substances come before us, and a similar course is pursued, designed to favor, as far as may be, original investigation and self-dependence.

A tabular diagram is placed before the class, embracing the order in which each subject is to be treated. Any member is called upon to commence with some given substance, and the various required particulars are given by others as their names are mentioned. Each point is illustrated as the recitation proceeds. Thus with a table before us containing such a list as this,

1. Name ;
2. Discovery, and Natural History ;
3. Specific Gravity ;
4. Physical properties ;
5. Chemical properties ;
6. Method of obtaining ;
7. Theory of the process ;
8. Relations ;
9. Experiments ;

a very accurate description can be obtained. Great attention on the part of the class is awakened. A very extensive review may be made in a short time, a healthy excitement is thrown into the recitation, and we are convinced that apart from the novelty of the method, greater promptness in description, a greater certainty in remembering, and a clearer understanding of the subject can thus be obtained, than by any method which is not topical in its character. N. E. G.

TRENCH ON THE STUDY OF WORDS.

THIS is a work of which no teacher should be destitute, who wishes to inform himself with regard to the curious derivations of the most familiar words, who desires to obtain broad views of the nature and functions of language, who is anxious to acquaint himself with the philological discussions of the learned world with regard to the origin of speech and the character of early dialects, who aims at obtaining a luminous exposition of the claims of the new sciences of phonography and phonotopy and an earnest yet candid refutation of those claims, who is pleased with a manly and nervous style, and a most polished diction. It is not a massive, but a most comprehensive work. It has been introduced into a few schools, and is admirably adapted to form the taste and cultivate the minds of scholars of sufficient maturity to appreciate its beauties. As a stepping stone from the studies which comprise ungeneralized facts to those which involve continuous reasoning and speculation, as, for instance, from Geography to Logic, it is unequalled. Let every teacher possess it.

MY FIRST TERM.

CAN any reader of the Massachusetts Teacher review his first term 's experience without a smile,—nay, without a good, broad, refreshing laugh at some droll upturning of things or persons which took place during that momentous period of the pedagogal existence? For the honor of Momus, I hope not. Warren Burton has told us many things which drive off the sad care and which awaken the old boyish feel, and has drawn pictures which stand out in the boldest and yet the most pleasing relief. But there are hundreds of queer schoolmasters whose portraits have never been drawn, and hundreds upon hundreds of school anecdotes which have faded from memory, which can never be recalled, but which could each provoke the genial smile and stir the sluggish blood.

There are certain elements of the natural character which have a bearing on the first term of the young man or the young woman who at an immature age undertakes the task of instilling Arithmetic and Grammar, Geography and History into undeveloped minds. There is to all the same overpowering sense of responsibility which arises solely from the conviction of incompetency; the same sudden accession of dignity which one feels sits so ungracefully; the same realization of power which prompts the question which your whole demeanor betrays, "What would the world do without me?"

These things render the dawning experience of teachers uniform, unmodified save by the varieties of pupils and the diversities of situation. As country school houses are alike in color and shape and size, so we are tempted to say did the first term of each of my readers accord with that of every other in its main characteristics. What belongs to one in this matter, belongs to all; and it is because this first term is of such common interest, that I shall venture to recall a few circumstances attending my own novitiate in the art of teaching.

What folly it was then and is now to employ a sage of eighteen or nineteen to take charge of thirty rude boys and romping girls, because he can be hired for twenty-eight dollars a month. I fancied I was discreet, and profound, and imposing, with my tall hat, and high heels, and gigantesque dicky. I could talk of the Greek digamma, and conjugate Latin verbs, and demonstrate Euclid; had a perfect acquaintance with the best writers on the mind, but no more skill in tracing or directing the play of a child's feelings, than Patrick Henry had in legislating on matters of finance.

On the second day of the school, the prudential committee came in,—a rough farmer, the soles of his boots more than half an inch thick, his pants retaining enough of the original material

for you to venture a shrewd guess what it was, his frock soiled and torn, and his hat more than half-way to the city of Destruction. His whole appearance would perhaps equal in respectability a first class city wood-sawyer.

I had never met him before, and of course could not be expected to recognize him in his official capacity. Among other civil questions proposed, therefore, there was of course this: "Do you live in the district, sir?" "Yes sir, I live here," was the reply, made in a tone which made me feel that there was a mistake somewhere. "Perhaps you have children in the school?" "No, sir, I have no children in the school." "I shall be glad to find an interest in the school among parents who have no children in it." This remark, which was made, I must confess, for the sake of saying something, was met with a simple and cold "Yes, sir." Then, and not till then, did the thought flash upon my mind that it might be the prudential committee of the district with whom I was holding such ungracious communion. Thus was mistake No. 1 made, and mistake No. 2 followed immediately. Instead of making a single, and a simple, and a short word of apology, I stultified myself by a profuse expenditure of monosyllables, dissyllables and polysyllables, which so far from atoning for my offence but made the matter tenfold worse. The boorish committee-man was not satisfied; the pliant teacher was mortified and perplexed. The lesson to be drawn from the whole affair was, that an attempt to conciliate a rough New England farmer by the forms of politeness could hardly be successful, and that a spirit of manly independence would be more acceptable even though our farmer be clothed with the "little brief authority" of a prudential committee.

In a week or two this lesson, speaking in the manner of pedagogues, had to be recited. The classes had got well under way and were scudding along under a strong breeze. The examining committee, that dread trio of the minister, the doctor, and the leading politician, announced themselves one fine afternoon, without special request, and entered upon their inquisitorial duties. After the preliminary exercise in reading, in which they offered no "suggestions," the geography was brought upon the carpet. For the few days before I had given a half hour each day to the geography of the West India Islands, and in the form of a familiar conversation, I had spoken of the climate, the soil, the productions, the natural curiosities, the principal places, forms of government, character of the inhabitants, and whatever else I could impart about them, conveying the utile dissolved in the dulci, and questioning the class rigidly each day, with reference to the lesson of the preceding. The plan was adapted to the character of the school, and worked admirably. Putting a few general questions to the class, they were answered promptly,

when the minister snuffing a departure from the manner of auld lang syne, remarked in his blandest tone, "You teach Smith's Geography in your school, do you not, sir?" "I teach *Geography*, not *Smith's* Geography, sir," was modestly but firmly replied, and to my great joy was received in the right manner, seconded as the answer was by the promptness of the class. There was no further interference with my methods of teaching during the term; and I believe that with any committee, however bigoted, however wedded to old notions, and opposed to change, an unyielding demand on the part of the really competent teacher to have his claims to a knowledge of his profession recognized, can be in all cases sustained, if ventured upon in a firm but modest manner.

Youth must be the most really Christian season of life: how is it that the young are such ready converts to the doctrines of moral suasion unless it be because, having more native goodness of heart, they are willing to suppose that others are endowed with the same great gift? I was not exempt from the common dreaminess which makes cherubs of rough farm boys and farm girls, and which would always entice them to duty with the honeyed words of a persuasion which they cannot feel yet with its full force; a dreaminess which would debar them from hearing the stern tone of reprimand, which would deprive them of the discipline which the enforcement of law by penalty can afford; in one word, I was an admirer of moral suasion. Blind infatuation, unfortunate delusion! The second week, I was compelled to explain the nature of a right angle, in informing the scholars that on the morrow I should turn a sharp corner in the management of affairs. Let no young teacher, who may have all the confidence in the morality of almost untried pupils that the recorder of this chapter of errors had, ever be led into a disclosal of his confidence in moral suasion on the first day of the term, before pupils one or two years his superiors in age. The reversing of the process, which must come in a few days, will make sad havoc, will redden many an eye, and cause many a palm to tingle.

One week and four days formed my career on the moral suasion principle; on the fifth day of the second week, on the day when the nature of a right angle was explained, and its connection with school affairs was made apparent, half of the school were made to feel the weight of the ferule. A teacher, by working with continued hope and zeal may pass from the ruling by the infliction of physical pain to ruling by drawing forth love; to be able to govern by moral suasion, is one of the great prizes to be sought in our profession. The teacher who begins with attempting it, either is egregiously deceived in himself, or

succeeds by reason of having far more strength, intellectually, and influence morally, than most youths of nineteen can lay claim to.

But no one can be making errors always; the greatest blunderers in theology, politics, or general science, occaionally get a glimpse of truth, and deserve credit for it. In this trying apprenticeship to the grand trade of teaching, I was gaining in wisdom, though from painful experiences. In the third week, I took a lesson on the subject of energy and promptness in managing the affairs of the school-room. This was the illustration of the lesson. A youth two years nearer manhood than myself, had brought a pack of cards to the school for obvious purposes. I took them from him and quietly threw them into the fire, and punished him besides. (My delusion with regard to corporeal punishment took flight a week before.) The school-house being built in that approved style for which backwoods school-houses are so famous, was unprovided with a lock to the teacher's desk. On opening the drawer in the afternoon, of course my amazement was not great to find the ruler missing. No teacher with scholars who once or twice a year go to the ballot-box need be surprised to have his ferule become firewood. And so it was plain that the ruler was burnt. If there had been any doubt as to the offender in this case, the eyes of the school resting involuntarily upon the culprit of the morning, would have removed it. He doubtless felt secure. No exasperated summer schoolmistress could now send out for a green twig from a neighboring orchard; it was dead winter. To turn him from school would be to give him honor in the face of all those other dignitaries, the large boys in the other town schools, to make a martyr of him in the cause of manly resistance to a master's tyranny. Prompt action was necessary, and it was well for the future comfort of the school that in the teacher, a prompt actor was on the spot. A slate of the largest size was lying on the front row of desks. I took it in my hand, struck it over my bent knee, much to the peril of my knee-pan, and shattered it to fragments. Then tearing the sides apart, and placing the two largest ones together, I had an instrument ready for active service. Going up to him, I took his hand without resistance, and punished him severely. The whole transaction occupied much less time than I have taken in describing it. And the rapidity of the whole movement was so great and the demonstration so unexpected, that the effect lasted for the rest of the term. A more docile boy than he was after this, I have never seen in school.

There is a good deal of archness among school-girls, and it is not unknown to all the readers of the Teacher, that it has in some instances entered into the heart of some indiscreet damsel to entrap the "master" into a pit of trouble from which he could

only escape with an affection of the heart. It is of course entirely unknown to the reader, but it is a fact that the writer is, and has been for many years, oppressed by the painful consciousness that he is to be classed among those unfortunate men whom Homer calls "of ugly countenance." Be it understood too, by the reader, that this consciousness, strange to say, had been forced upon him previous to the time when the events of this chapter occurred. Great was my wonder, therefore, when I saw myself either gaining in interest in the eyes of a young lady some two years my elder, or destined to become the prey of a coquette who would laugh to scorn my ugliness. Now either because my heart was secured in another direction, (the ugliest men have oftentimes a very large heart,) or because of natural unimpressibility or stolidity, I was in no danger of becoming a victim. In no sense was the affection "reciprocal."

The school was planning to take a quiet excursion by carriage to a neighboring pond, and of course the teacher was the first invited. I had no thought of not going with my school, till it was reported to me that Miss Sophonisba, if that were her name, had declined two or three very excellent invitations for the pleasure of her company. Thus it was apparent which way the cat was jumping. Pretty soon came the distinct tone of a rumor that she was waiting for an invitation from the teacher, and next that she had expressed herself to that effect. I was reminded of the anecdote of the English cook who objected to being married in a certain style of bonnet, because "what would the whole world say?" That same infatuation, or something very akin to it, seemed to possess the amiable Sophonisba. So to bring the delusion to a termination at a blow, I ordered my horse and chaise in good season, but made no announcement of my plans with regard to dividing my happiness with any fair maid who called me friend as well as teacher, till the morning of the proposed ride. Meanwhile the situation of Miss Sophonisba was certainly not growing in interest, and on the evening before the day of rejoicing her words had made much town talk, which to an ugly man is exceedingly distasteful. On the morning in question I pounced upon a full-grown *boy* for my companion, and was content to endure his stupid commonplaces during the day for the sake of the excellent disposal it made of rather an aggravating matter. Miss Sophonisba was fain to retract some of her late denials, and like Shylock in the play, if she could not have the pound of flesh, to have the best which was left. Poor girl! fate seemed adverse; the young men had looked elsewhere, and were now in a state of contentment, with companions who were satisfied with the first asking; and, she poor lady, of the mature age of twenty and one, was obliged to travel in a large open wagon, taking upon herself the

responsible charge of promoting the happiness of sundry little girls, not old enough to have the satisfaction of being attended by even one beau for the company. I will not say that I did not enjoy myself that day, to the hardness of my heart be it spoken.

There are a hundred such things which it would do me good to write, and I hope would not harm the reader to hear. But I forbear. Most of the teachers of Massachusetts forget that to the Teacher any articles are acceptable; I will not forget that short ones are doubly so.

A WORD ON EDUCATION.

In the present state of society, when schools are so common, and education is so much talked about, there are too many who notwithstanding the years which they have spent at school, have only a superficial knowledge of the most *common* branches of education; for while they have *studied* nearly every thing, they have thoroughly learned comparatively nothing.

To meet the wants of these superficial scholars, in almost every State fashionable seminaries are established, which resemble a variety store, where one can buy everything, from a penny-whistle to a spy-glass, or even a telescope; there, the pupils are taught everything, from Greek to the simplest kinds of embroidery, from geology to music: and thus being compelled to seek a variety, acquire only a little from one thing, and still less from another. Thus they come home with what *they* call a "finished education," and it were well if their literary attainments should be labelled, "This side up with care," for if any one a little wiser than they should attempt to question them, they would soon show the brittleness of the contents.

In this time of progress a young lady is considered as making no advancement in her education, unless she studies, at the same time, German and Italian, algebra and astronomy, singing and painting, dancing and drawing, composition and crotchet work, together with being able to execute well on the harp and piano; and as the consequence of this, there are now few thoroughly educated women, but many smatterers. They have so much to occupy their minds, that they forget almost always to-day what they learned yesterday; having undertaken too much, they lose as fast as they gain.

One who can spell and write his own language correctly, or who has entirely mastered one thing, whether mathematics or whatever else, has a more solid education, and will be more likely to succeed in life, than one who can jabber bad French, or

conjugate incorrectly, verbs in a dozen different languages, whether living or dead, and who consequently is not a proficient in his own tongue.

A scholar who has been brought up on a thorough system, knows what he is talking about when he talks; says what he intends to say; by it he has learned to discipline his mind; has obtained clear ideas, can write sensibly and correctly, and if, in any of the duties of after life, he is called upon to make a decision in any peculiar circumstances, he can think accurately, because his mind has already been trained in the right way; he holds the clue to a labyrinth of knowledge, and has the capacity to study properly. Such a one is easily distinguished from the imperfectly educated man, who, to use the words of Bolingbroke, "rattles on as meaninglessly as an alarm clock."

M. H. W.

THE MOTHER OF LORD BACON, AND AN ENGLISH LADY'S EDUCATION IN HER DAYS.

Lady Bacon was doubtless a lady of high cultivated mind after the fashion of her age. But we must not suffer ourselves to be deluded into the belief, that she and her sisters were more accomplished women than many who are now living. On this subject there is, we think, much misapprehension. We have often heard men who wish, as almost all men of sense wish, that women should be highly educated, speak with rapture of the English ladies of the sixteenth century, and lament that they can find no modern damsel resembling those fair pupils of Ascham and Aylmer, who compared over their embroidery the styles of Isocrates and Lysias, and who, while the horns were sounding and the dogs in full cry, sat in the lonely oriel, with eyes riveted to that immortal page which tells how meekly and bravely the first great martyr of intellectual liberty took the cup from his weeping jailer. But surely these complaints have very little foundation. We would by no means disparage the ladies of the sixteenth century or their pursuits. But we conceive that those who extol them at the expense of the women of our time forget one very obvious and very important circumstance. In the reign of Henry the Eighth, and Edward the Sixth, a person who did not read Greek and Latin, could read nothing or next to nothing. The Italian was the only modern language which possessed anything that could be called a literature. All the valuable books then extant in all the vernacular dialects of Europe would hardly have filled a single shelf. It was therefore

absolutely necessary that a woman should be unedecated or classically educated. Indeed, without a knowledge of one of the ancient languages no person could then have any clear notions of what was passing in the political, the literary or the religious world. The Latin was in the sixteenth century all and more than all that the French was in the eighteenth. It was the language of courts as well as of the schools. It was the language of diplomacy; it was the language of theological and political controversy. Being a fixed language, while the living languages were in a state of fluctuation, being universally known to the learned and the polite, it was employed by almost every writer who aspired to a wide and durable reputation. A person who was ignorant of it was shut out from all acquaintance—not merely with Cicero and Virgil—not merely with heavy treatises on canon law and school divinity—but with the most interesting memoirs, state papers and pamphlets of his own time.

This is no longer the case. All political and religious controversy is now conducted in the modern languages. The ancient tongues are used only in comments on the ancient writers. The great productions of Athenian and Roman genius are indeed still what they were. But though their positive value is unchanged, their relative value, when compared with the whole mass of mental wealth possessed by mankind, has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures. Over what tragedy could Lady Jane Grey have wept, over what comedy could she have smiled, if the ancient dramatists had not been in her library? A modern reader can make shift without Œdipus and Medea, while he possesses Othello and Hamlet. We are guilty, we hope, of no irreverence towards those great nations to which the human taste owes art, science, taste, civil and intellectual freedom, when we say that the stock bequeathed by them to us has been so carefully improved that the accumulated interest now exceeds the principal. We believe that the books which have been written in the languages of Western Europe during the last two hundred and fifty years, are of greater value than all the books which at the beginning of that period were extant in the world. With the modern languages of Europe, English women are at least as well acquainted as English men. When, therefore, we compare the acquirements of Lady Jane Grey and those of an accomplished young woman of our time, we have no hesitation in awarding the superiority to the latter. We hope that our readers will pardon this digression. It is long; but it can hardly be called unreasonable, if it tends to convince them that they are mistaken in thinking that their great-great-grandmothers were superior women to their sisters and wives.

MACAULAY.

MATHEMATICAL.

We have met the following questions in a book which is so rare that we think Massachusetts teachers would hardly recognize the name. They are performed by the rule of Compound Subtraction, and show, that where the number in the subtrahend is greater than that in the minuend, we are not obliged to borrow precisely 1 of the next higher denomination, but may borrow less or more than 1, as may be convenient. The problems are these:

From 1 mile, subtract 7 furlongs, 39 rods, 5 yards, 1 foot, 5 inches.

M.	Fur.	Rods.	Yds.	Ft.	In.
1	0	0	0	0	0
	7	39	5	1	5
0	0	0	0	0	1

In this question, instead of borrowing 1 foot we borrow 1-2 a foot, or 6 inches, from which we take 5 inches, and 1 remains; we then carry 1-2 to 1, and borrowing 1-2 a yard or 1 1-2 feet, we have 1 1-2 from 1 1-2 leaving nothing, and then proceed as usual.

	M.	Fur.	Rods.	Yds.	Ft.
From	55	0	0	0	0
Take	13	7	39	5	2
	40	7	39	5	1

In this problem we subtract the feet as usual, and carry 1 to the yards, making 6, and after this we borrow 2 of each higher denomination.

In the same way

	Yrs.	Months.	Wks.	Days.	Hours.	Min.
From	14	0	0	0	0	0
Take	10	10	10	10	10	10

borrowing 1, 2, 3 or more as may be needed at each subtraction. The teacher can form examples to the same effect, although perhaps not equal in ingenuity to the first presented. We would advise him to do so; the thing is admirably adapted to interest an advanced class.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.*
C. J. CAPEN, ... *Dedham.*
RESIDENT EDITORS.
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, .. *Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

WE are unable to give to our readers a full programme of the meeting of the American Institute, to be held in Providence on the 8th, 9th and 10th of August.

We are permitted to say, however, that lectures will be delivered by Rev. E. B. Huntington, and Elbridge Smith, Esq.

The meeting will be held in the new Railroad Hall.

The First Session will commence on Tuesday at 10 o'clock. Dr. Wayland will deliver his address at 11 o'clock. The Institute will then adjourn to meet at 4 o'clock for a Social Gathering.

During the sessions there will be a debate on the general subject of "Teaching Arithmetic," and one on the subject of "Geography as a study for Schools, — the best methods of teaching it." The debates on these subjects will be opened by gentlemen especially chosen for the purpose by the Committee of Arrangements.

Arrangements have been made for the gratuitous accommodation of lady teachers attending the meeting from abroad. Arrangements will also be made for the reduction of the fare on the principal Railroads.

The Circular will appear in a few days, and will be published in the August number of this Journal.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

TWELFTH SEMIANNUAL SESSION.

Thursday Morning.

THE Association met on Thursday, May 25th, in Temperance Hall, Dedham, and was organized at half-past ten, A. M., D. B. Hagar, Esq., President, in the chair.

Prayer was offered by Rev. Dr. Lamson, of Dedham.

The Secretary's report of the last meeting was read and accepted.

At the suggestion of the President, a committee was appointed to ascertain what teachers were present from each town in the county.

At eleven o'clock, Richard Edwards, Esq., of Salem, lectured on "The Teaching of Geography." The lecturer remarked at

first upon the order of mental development, and showed how the power and habit of observation early appear as leading traits of the human mind. He then proved the absurdity of relying upon definitions to convey an idea of natural objects. Observation of the objects themselves can alone adequately do this. To give a scholar a knowledge of maps, he proposed to have him make a map of a well-known field, dividing it by lines like those of latitude and longitude. Afterwards, he should draw maps of countries, from a knowledge of the latitude and longitude of the prominent points. Embossed maps were recommended for conveying a knowledge of the elevation of places and other physical characteristics. The lecturer demonstrated very clearly how the study of geography on a proper system, is of great value in cultivating a truthful and pure imagination.

At the close of the lecture, the chair appointed a Nominating Committee as follows: Messrs. Richardson of Dedham; Dickerman of Stoughton; Long of Roxbury; and Daniells of Brookline.

AFTERNOON SESSION.

The Association assembled at 2 P. M., and the subject, "How do you teach Geography?" was first discussed by Mr. Dewing of Quincy, who said that in this branch of instruction, he simply requires his pupils to learn what the assigned lesson of the book contains; and when this is well done, he imparts in as interesting a manner as he can any additional information on the subject he possesses. Mr. Dewing closed his remarks by expressing a wish that others would, as he had done, answer this question with frankness, without attempting to entertain the Association with untried theories.

Mr. Long of W. Roxbury, asked to have a way pointed out for obviating the difficulties which attend "mapping from nature," the use of books of reference, and the employment of oral instruction. As evils attending these things, he mentioned waste of time, loss of attention, and aversion to hard study.

Mr. Edwards said he made oral instruction profitable by requiring it to be subsequently recited by the pupil as faithfully as if the book had conveyed the knowledge. He thought the difficulties of mapping from nature would soon vanish before a persevering effort. He also explained how to teach the profile mapping of countries.

Mr. Colburn of Providence would have scholars so study their maps, that they could readily draw an outline of any country from memory. Also showed his method of teaching the latitude and longitude of places, by tracing the most important parallels and meridians. Mr. Kneeland of Dorchester spoke of the disadvantages under which teachers labored when they

use text-books which a committee selects, and which are used for the examination of the school. If a teacher, laboring under such circumstances, should spend much time teaching without his text-book, he would in the annual report suffer in comparison with his brother and sister teachers.

The discussion was continued by Messrs. Rolfe and Snow of Dorchester, Willey of Braintree, and Gage of W. Roxbury.

At 4 o'clock, the subject of Decimal Fractions was taken up, and earnestly and minutely discussed by Messrs. Gage, Rolfe, Willey, Kneeland, Colburn, and Dodge of Jamaica Plain.

The Association then adjourned to half-past seven, P. M.

EVENING SESSION.

The evening hour was occupied by a lecture from Josiah A. Stearns, Esq., President of the State Teachers' Association, who took as his subject, The Common School. It would be useless to attempt giving an idea of this performance by a meagre abstract. The audience, by their fixed attention, showed that it was justly appreciated.

FRIDAY MORNING SESSION.

At nine o'clock, "The cultivation of a Literary Taste" was discussed by Messrs. Gage, Wheeler of Quincy, Kneeland, Ansorge of Germany, Hagar and Willey. This discussion was, by many, considered the best of the whole session, displaying no small degree of literary culture among the members of the Association.

At eleven o'clock, Mr. Wellington, of Quincy, read a very instructive lecture on "The true Principle of Teaching." The audience fully approved of his exposition of what should be every teacher's principles of action.

The annual election of officers succeeded the lecture, with the following result: —

President, D. B. Hagar, Esq., West Roxbury; *Vice Presidents*, Messrs. Wellington, of Quincy, Dodge of West Roxbury, and Boardman, of Canton; *Recording Secretary*, C. Slafter, Dedham; *Corresponding Secretary*, T. Metcalf, West Roxbury; *Treasurer*, I. Swan, Dorchester; *Counsellors*, Messrs. G. L. Weston, Roxbury, Dewing, Quincy, Willey, Braintree, and Dickerman, of Stoughton.

After a few closing remarks by the President upon the advantages which the ladies of the Association might confer by the use of the pen for the improvement of the meetings of the Society, it was unanimously

Voted, That the thanks of the Association are due to those gentlemen who have interested and instructed us by their lectures during the present session.

The meeting then adjourned *sine die*.

CARLOS SLAFTER, *Recording Secretary*.

INDEXES.

Poole's Index to Periodical Literature.*
Barnard's Index to Educational Works.

"Next to actual knowledge, the best thing is to know where to find it."—Literary World.

"No man," says Dr. Watts, "is obliged to learn and know everything." He ought perhaps to have said, "*School teachers excepted*, no man is required to learn and know everything." In many schools and communities, a teacher of youth is expected to be a living embodiment of a universal Encyclopædia; but unfortunately, very few copies of this edition have ever yet been issued, and most of us are still obliged to run the risk of losing caste by the frequent employment of the phrase, "do not know."

Few of us retain in the mind more than a small per centage of what we have at some period actually possessed; and much of that which we do retain, is so poorly classified and arranged, that when we wish to call it into use, it refuses to come at our bidding. It is true that these facts prove our minds to be but imperfectly disciplined; but when we reflect that there is not only a world of *books* to which we may have free access, in every department of knowledge, but that thousands and thousands of the choicest articles are also scattered through the almost illimitable fields of *periodical literature*, it is obvious that no one should attempt to store his mind with all the knowledge which it is yet highly important he should have at all times within his reach, and be able to call to his service at pleasure.

Here then is the great value of Mr. Poole's "Index to Periodical Literature." Whatever subject we may wish to investigate, we have only to open this Index, and we are referred directly to all the different articles that throw light upon it, in the whole range of leading Reviews and Magazines, for a period of half a century.

All our larger libraries have complete sets of such works as the North American Review, Edinburgh Review, Quarterly Review, Blackwood's Magazine, Silliman's Journal of Science, etc. It is no exaggeration to say of these works, that for all practical and useful purposes, their value is at least doubled by the appearance of the "Index to Periodical Literature." This remark is specially applicable to those Periodicals that are not accompanied by general Indexes to their contents. The oldest of our own Reviews, the North American, is an example of this class. No general Index to this work has been published since

* Index to Periodical Literature. By Wm. Fred. Poole, A. M. New York: Charles B. Norton.

1827; and the student who would learn the contents of the volumes that have appeared since that time, is obliged to search through more than fifty separate Indexes.

The Index of Mr. Poole bears everywhere the marks of uncommon thoroughness and accuracy. Every scholar in the country, who has the privilege of using it, will feel that he owes Mr. Poole a debt of gratitude, for his protracted and indefatigable labor in preparing so faithful a guide to the treasures of our scientific and literary periodicals.

Mr. Poole's work is the first effort of its class in this country. It is to be hoped that it will be followed by similar efforts in other departments of literature and science.

Every teacher must have felt the need of a guide to the various sources of information on subjects relating to the duties of his profession. We are happy to be able to state that the Hon. Henry Barnard, Superintendent of Schools for the State of Connecticut, has in preparation a work which will meet this want. It is to contain a catalogue of every accessible Book and Pamphlet relating to the history, organization, administration, instruction, and discipline of Common Schools, Academies, Colleges, and other Educational Institutions in the United States, with a brief synopsis of the contents of each, and a minute *Index* to every important topic discussed. When published it will furnish teachers with an amount of information respecting the sources of knowledge on educational subjects, which they could not otherwise gain without devoting months, and perhaps years to laborious research. We shall look with interest for its appearance.

The Germans are somewhat in advance of us in the preparation of General Indexes. In a recent number of Norton's Literary Gazette, we find the following, among other notices of German publications: "Koner's Index of Periodical Historical Literature from 1800 to 1850, has reached the conclusion of the second volume. Another Index to Geography and Travels, as contained in Periodicals, is announced as in preparation by the same author."

It is to be regretted that many of our prominent publishing houses do not more fully appreciate the importance of accompanying the works which they issue with carefully prepared Indexes to their contents. The two leading American Magazines at the present time, are furnished with exceedingly defective indexes. An attempt is made in each of the successive volumes, to arrange the contents alphabetically, but a large amount of intelligence on different subjects is thrown promiscuously together under such general heads as *Editorial Notes*, *Literary Notices*, etc. Even the insignificant articles *a* and *the* are often taken as the leading words of titles, because they chance to be the words

with which the titles commence. Thus, the title, "The Pacific Railroad," is found under the letter *T*, and "A Kentuckian in the East," is found under *A*.

It is not unfrequently the case, that important works of history or general literature are sent forth to the world entirely destitute of Indexes. Respecting this class of books, we cannot refrain from saying, in the language of a Boston letter writer, "The man who publishes a book of permanent value, without an Index — what punishment is severe enough for him?"

"No writer," says De Morgan, "is so much read or cited, as the one who makes a good Index." W. H. W.

BOOK NOTICES.

LIPPINCOT, GRAMBO & CO.'S GAZETTEER. *A New and Complete Gazetteer of the United States, giving a Full and Comprehensive Review of the present Condition, Industry, and Resources of the American Confederacy. Embracing, also, important Topographical, Statistical and Historical Information, from Recent and Original Sources; together with the Results of the Census of* 1850, *and Population and Statistics, in many cases, to* 1853. *By Thomas Baldwin and J. Thomas, M. D. Philadelphia: Lippincot, Grambo & Co.* 1854.

This is the most comprehensive Gazetteer of the United States that has as yet appeared. It is compiled with reference to the Census of 1850, and presents the most interesting points of that census, and, in many cases, population, statistics, &c., are presented as derived from censuses taken in the respective States and brought down to a later date than the census of 1850—in some instances as late as 1853. In an Appendix, it gives a table of the Religion and Churches in the United States; of the Agricultural Productions; of the Colleges and Professional Schools; of the Population in each State and Territory, together with a decennial retrospect of the same; of the Military Post Roads and Commands; of the Railroads and Canals up to the latest construction. A volume containing full and accurate information on all of the above topics, not to mention the fact that it gives the locality of every town in the United States, and a descriptive account of all of the cities and of the chief towns, will, without doubt, find a place in every school. It is a *sine qua non* in the Geography and Topography of this country, and is the best work of the kind. It contains 1364 pages, and is accompanied by a large and handsome map.

A COURSE OF ENGLISH READING ADAPTED TO EVERY TASTE AND CAPACITY. *By the Rev. James Pycroft, B. A., Trinity College, Oxford. Edited, with Alterations, Emendations, and Additions, by J. A. Spencer, D. D., Author of "History of Reformation in England," Editor of "The New Testament in Greek, with Notes on the Historical Books," etc., etc. C. S. Francis & Co., 252 Broadway, New York. Boston: Crosby, Nichols & Co.*, 1854.

However ardently all may wish to make reading their daily solace and a source of constant improvement, very few realize their wishes in both these respects. This failure is attributable to the fact that we are too apt to pursue our course without a proper guide. Not to profit by others' experience causes us much loss of time and advantages. Yet how often is this truism, as some would call it, practically ignored. How to read, and what to read, are, so to speak, complementary terms; neglect either consideration, and the circle of our attainments will be incomplete. The work of Pycroft has been before republished in this country, but without a proper adaptation to the wants of the American student, to say nothing of the very unacceptable style in which it was issued. Neither of these defects appear in the edition of Francis & Co.

We would call the attention of our readers to this work, under the belief that they will concur in our high opinion of its excellence as a guide to youth and to all who wish to form a correct taste in reading.

Crosby & Nichols are the Boston Publishers.

ROLLO BOOKS.—We have received from the publishers, W. J. Reynolds & Co., "Rollo on the Atlantic," and "Rollo in Paris," being numbers one and two of a new series of the Rollo Books, entitled "Rollo's Tour in Europe," to consist of six volumes. This series is from the pen of the Rev. Jacob Abbot, the well-known author of the books which have heretofore been issued under this popular title. We are quite satisfied that it will prove as interesting and instructive as its predecessors. We well remember with what eagerness, in youth, we devoured each new volume of these entertaining works, and we must be candid enough to state, nor is it with shame that we confess it, that, in looking over the pages of this new series, we found ourselves gradually more and more attracted by that which once afforded us so much delight. The main design of the narrative is the communication of useful knowledge.

We have received from the same publishers the following: "Ralph Rattler; or the Mischief Maker:" "Arthur's Temptation; or the Lost Goblet:" Minnie's Picnic; or a Day in the Woods:" "The Runaway; or Pride Punished:" Arthur's Triumph; or Goodness Rewarded:" and "Cousin Nelly; or the Visitor:" being a continuation of the series by Francis Forrester, noticed in a previous number. They will afford much entertainment to the young.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools—its preventives and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen, Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

Mr. Bradford, successor to Tappan & Bradford, 221 Washington street, Boston, is prepairing a Lithograph Portrait of N. Tillinghast, Esq., late of the Bridgewater Normal School. It is to be executed in the very best style of Mr. Bradford's well known establishment. Those who are desirous of obtaining a copy can be supplied at the Annual Convention to be held at Bridgewater in August.

Per order of Committee.

THE

MASSACHUSETTS TEACHER.

Vol. VIII, No. 8.] CHARLES HAMMOND, Editor of this Number. [August, 1854.

DR. ARNOLD AS A MORAL TEACHER.

Dr. Thomas Arnold, of Rugby, stands by common consent, at the head of the list of eminent instructors of the present century. His world-wide reputation, as a teacher, is, however, chiefly posthumous. He died at the age of forty-seven years, on the morning of the 12th of June, 1842; and so suddenly did the messenger of death come, that his departure was announced to some of the members of his own household before they knew that he was ill.

Previous to his death, the reputation and influence of Dr. Arnold were limited to the scholars and statesmen of his native land. He was known in the Universities, as one of the first scholars of his time, as an advocate of reform in opening the doors of Oxford and Cambridge to the admission of Dissenters, and as a powerful Anti-Tractarian champion, in the bitter controversy between Dr. Hampden and the leading theological professors of his own University of Oxford.

But though powerful in the highest seats of learning, by the influence of his pen, and by the presence of his pupils in great numbers, who were for the most part his devoted friends and strenuous advocates of his opinions; and though as a political writer, he became deeply involved in those questions of Church and State policy, which so greatly agitated the public mind of England during the ten years preceding his death; still his reputation could hardly be called national, till he had won, in spite of the most vigorous opposition, his Professorship of History at Oxford. This great triumph was due to his tran-

scendent merit as a teacher, and gave the fairest opportunity he could have hoped for, to establish a high reputation in the renowned University, whose best interests were always dear to his heart.

But his subsequent career was short. He was permitted only to give his Introductory course of Lectures on Modern History, before he was summoned away forever. These lectures were received with universal favor, and have become a standard work on both sides of the Atlantic, than which there is no better guide for the young student in laying out a plan of Historic reading, and in suggesting the objects and benefits of this most important of all University studies.

Dr. Arnold lived long enough to give assurance that his subsequent career, would, if he had been spared, as a professor and writer of History, have been one of unsurpassed brilliancy, at least since the days of Gibbon. As a defender of sound learning applied to the noblest ends, as a champion of human liberty, in church and state, as an advocate for the rights of conscience, he had shown himself able to do what no man living could do better than he. As a controversialist, he had shown himself equal to any intellectual warfare that could be arrayed against him, and for that reason he was an object of pride to his friends. He was also a generous combatant, as magnanimous towards his opponents as he was earnest in defending his own views of truth, and for that reason, he had no personal enemies.*

When the respect of men of all parties and names had been secured, when that time of life had come in which the ripest fruits of scholarship are gathered, when all the powers of a great mind were most vigorous for noble action, when a quick fancy and impulsive imagination had been chastened by time, not so as to lose their charms, but only so as to become the willing servitors of the clearest reason and the soberest judgment, just then the bright orb in mid-heaven, to which all eyes had been turned, suddenly vanished in thick darkness from the gaze of men. There was no consolation left, in the general grief for so great a loss, but to gather around the tomb of Arnold, and there they who had loved him, and they who had

* In his essay against the Oxford Tractarians, he thus alludes both to the principles and to personal qualities of Dr. Newman, who afterwards became a pervert to Romanism:

"I have spoken of him simply as the maintainer of certain doctrines, not as maintaining them in any particular manner, far less as actuated by any particular motives. I believe him to be in most serious error; I believe his system to be so destructive of Christ's Church, that I earnestly pray and would labor to the utmost of my endeavors for its utter overthrow; but on the other hand, I will not be tempted to confound the authors of the system with the system itself; for I know that the most mischievous errors have been promulgated by men, who yet have been neither foolish nor wicked; and I nothing doubt that there are many points in Mr. Newman, in which I might learn truth from his teaching, and should be glad if I could come near him in his practice."

opposed him, lamented together the untimely fall of one than whom, among the great and good then living, England had no more noble son.

Contrary to the expectation of his friends, the death of Arnold happened fortunately for his fame. His career seemed prematurely closed, since his greatest purposes were broken off, his most important works being only projected or left incomplete. But his character was already mature. Over that death had no power. That still lives and speaks, and as a means of good to mankind, has proved a blessing to multitudes, who while he lived never heard his name or that of the Rugby School.

As the character of Arnold lives to bless the world by his undying example, so does his method as a teacher of History and as a teacher of Christian morals. His Roman History is indeed incomplete, being a small part of that great work, which he designed to carry down to the period of the Decline and Fall of the Empire, in order that he might furnish an antidote to the Christian student against the tendencies of the fascinating but delusive and dangerous work of Gibbon. But if it be only a fragment, it is yet in itself the best Ancient History which has been written in the English tongue; while it has made the method of Arnold immortal. He was the first to apply Niebuhr's principles of historical research to a work in our language, but the example will be imitated in all valuable history that shall hereafter be written. Arnold's method awakes from the grave of centuries the buried nations of antiquity. The records of hardly legible inscriptions, the voices of dim and gray tradition, the dark allusions of old poets and annalists are made to reveal clearly the private and public life of powerful states, now no longer existing, and to impart to their story the vitality of modern times and all the interest of passing events.

That same gift of insight, also, whereby from the merest hints he could unravel the mazes of ancient story, and by the aid of that imagination which the historian sometimes needs to arrive at actual reality, not less than the poet to form that which is consistent with reality, was often employed by him in casting the horoscope of future events. He had in the highest measure those two qualities of a seer, as defined by Coleridge a "KNOWLEDGE OF HISTORY and the HUMAN MIND," and therefore he could discern the signs of the times and the future policy of nations, as with the vision of prophecy. Hence it was, that his pupils were in the habit of saying that he had talent enough and statesmanship enough to be Prime Minister of England. So long ago as 1840, while Louis Philippe was in the height of his power, and the causes of those dreadful agitations, which convulsed all the Western nations of Europe in 1848, hardly seemed to have

been noticed by any other mind, Dr. Arnold distinctly foresaw the coming conflict of the Western powers with Russia, and pointed out the actual policy of the war, which is now waged by the allied nations on the shores of the Euxine.

Within the last six months, the following passage, written in 1840, by the Head Master of Rugby School, has been printed in the leading political journals of Great Britain, and in several of this country, and commented upon as an instance of remarkable forecast.

"What surer way of keeping the Russians from Constantinople, than to bind our alliance with France triply fast, thus keeping forever before the eyes of Russia a control which she dared not disregard? What Russian soldier would ever set foot across the Balkan, if England and France, indissolubly joined together as the protectors of the old civilization of Europe, were ready at an instant to pour their fleets into the Black sea, and without repeating the folly of the march to Moscow, to strike at the life of Russia, through her vulnerable heel; to drive her back behind the Pruth, to thrust her away from the shores of the Euxine, and by occupying the Crimea as an impregnable fortress, to seal up the only outlet by which the evil spirit of Russian ambition can issue forth to trouble the world?"

Dr. Arnold had a high reputation as the author of works of enduring value. His temptations were very great to devote himself to strict literary pursuits. But while he lived he never allowed any enterprise, however important, to interfere with his duties as a teacher. Indeed it is very easy to see that all his labors as an author were made subsidiary to his great work of instruction. If he had lived longer, and devoted himself to that work which he regarded as the great literary labor of his life — to write a book on the mutual relations of the Church and State as they are blended in the British Constitution — he might have been drawn from his pursuits as a practical teacher, and the influence of his great example, as we now have it, might have been eclipsed by his renown as an author, and his fame been confined chiefly to men of letters.

It is not always given to every great man to know himself. From the partial unfolding of the plan of his projected work on the Church and State, it has been thought by some of the ablest writers of the time, that his success in that department of labor he had proposed for himself, would not have been equal to his hopes. His system has been deemed too fanciful ever to be realized, and the work which, had he lived, would have unfolded his beautiful theories, might have been put upon the same shelf with More's Utopia and Bacon's Atlantis. But had he satisfied his utmost wishes, and attained that rank among the writers on Christian polity, which is assigned to Warburton, or to the

judicious Hooker, still it may well be doubted, whether he could have done, with his utmost energies as a philosopher or historian of the Church, more than he has done as a moral teacher, chiefly through the instrumentality of the Rugby School Sermons, and his correspondence to his friends and pupils.

Prompted by the general grief for his loss, all the leading Reviews of Great Britain immediately after his death, and almost simultaneously, united in a tribute of respect to his memory, and a notice of his character as a teacher and as a man. The highest praise was awarded to his moral honesty, his personal virtues, to his beautiful Christian life, to his earnest labors as a teacher at Rugby, and his splendid qualifications as a Professor at Oxford. Of these tributes, some of the most beautiful and touching were found in those journals whose views on subjects of the highest moment he had opposed with all the energies of his most earnest nature.

The world had not expected to hear of such a character in the person and calling of a schoolmaster. It was a rare, if not a new thing, that a scholar of the highest clerical standing and ability, and equally competent to shine in the Senate or in the Cabinet, should be found devoting the best energies of his best days to the drudgery of school instruction. And it was especially marvellous that this pedagague should be able, or dare to make so much noise in the world, outside of his school-room, without even asking liberty of the Trustees.

Men wished to be better acquainted with a character, which, like that of Socrates, was distinguished for a passionate love of truth and justice, for tireless industry, for the rarest attainments and the profoundest humility, for the most scrupulous piety to God, and the tenderest sympathy for mankind, especially for those who were suffering by reason of poverty, ignorance and self-delusion, and finally for his consummate courage in the defence of principle, and his recklessness of any evil consequences to himself in any controversy where truth and duty were at stake.

The Biography of Dr. Arnold was prepared by Rev. A. P. Stanley, a worthy disciple of his illustrious subject and teacher, and himself a Fellow at Oxford, and a tutor and preacher of high repute. This work is all that the devoted friends of Arnold could desire, so far as it unfolds his life as an author or man of letters, and his interior life as a man of feeling. It is largely made up, as it ought to be, of his own letters to his friends and pupils on every kind of topic, but every one of them valuable and bearing the impress of that strong individuality on the printed page with hardly less vividness than that which beams from the striking portrait which embellishes the English edition of Stanley's biography, and which was always found at Oxford

and Cambridge in the room of every man who had ever been a pupil of Arnold.*

In one respect we think the work of Stanley deficient — in not giving more of Arnold's personal habits and methods of instruction and discipline in the school-room. This is indeed the fault of nearly all the notices of his life and character which have yet appeared. Mr. Stanley has indeed given us invaluable chapters, which illustrate the proper school life of Arnold at Laleham and at Rugby, but even these chapters seem to have been written more for the general reader, than for the practical teacher. The life of a teacher, as such, is so uniform that the story is soon told. The unvaried incidents of the school-room are not supposed to have a universal interest. They are supposed to belong to the "childish things" which are "put away" from the public attention, as matters of personal interest to those who wish not to forget them. The world generally care not to know much about the early education of individuals, unless they possess a marked character, with distorted incongruous traits, like that of Byron, who was always conspicuous if not attractive, like his own Manfred, as

> "A bright deformity on high,
> The monster of the upper sky,"

in consequence of a wrong "bent," perhaps, received in the nursery, or the want of a right "bent," which it is certain no school training ever imparted to him.

It falls not to the lot of any teacher to educate all the geniuses of his time. Few comparatively of Arnold's pupils have or will become famous. It was his glory, as it is of all good educators, not so much because he helped a few to become famous, as that he prevented a great many from becoming infamous; and especially because he was very influential in making nearly all his scholars useful and respectable. The preventive processes which form so large a part of all moral training of the right kind, do not admit of much display, nor bring a great reward of public favor; still this great service must be performed by the teacher, however thankless the task may be, or society itself must perish, in spite of all that the best talents rightly trained can do to save it.

Dr. Arnold's method of moral training was chiefly by means of the Rugby Chapel Sermons. We are persuaded that few teachers in this country are acquainted with these sermons. A mere fragment only of them have been published this side of the Atlantic, in a small duodecimo of less than three hundred pages as a Sabbath school book. The English edition of Dr. Arnold's Sermons consists of six large octavo volumes, nearly

* Bristed's Five Years in an English University.

all of which were preached at Rugby, as school sermons, except the first volume, which consists of those preached in the parish church at Laleham. Extensive as the published collection is, they are only a part of the fruits of fourteen years' service as chaplain at Rugby, a post which he sought when it became vacant, and filled without any remuneration for the sole purpose of doing good. In respect to his two-fold position as headmaster and religious teacher, he reminds us of President Dwight of Yale College, in whom were combined the rare qualities of the best teacher and the most eloquent preacher of his times.

The Rugby sermons have a very peculiar character. They would hardly be called sermons if criticised by the common rules of Homiletics. They were written for very young persons, and not for those who were fully educated. They are not University sermons, nor are they adapted at all for a popular audience, but most admirably fitted to affect those to whom they were addressed. It is said that his afternoon discourses were almost always prepared between the morning and evening service; and all of his sermons came fresh from his heart and hand, the topics being dictated by the instant wants and circumstances of the school. They were always short and full of point, and delivered with the utmost emphasis. They were preached to glorify God, and not their author, being the outpourings of one of the most earnest souls of the century, to an assembly of choice young men, at that time of life when most susceptible to the plastic influences of a master mind.

He labored not in vain. His pupils fully believed him to be the best preacher in the three kingdoms, and visitors and pilgrims from distant lands thronged the chapel every Sabbath, attracted by the fame of one of the marked men of the age.

Dr. Arnold's sermons, having respect always to the moral and religious wants of a community of scholars, were properly of a high intellectual character, and they must have always awakened and nourished a thoughtful mood, while at the same time they were easy of comprehension, even when the subject and range of discussion were such that when treated of by other men they might have seemed difficult. He was not guilty of the folly of those who when they address young persons, degrade the dignity of their style by the use of fondling tones and nursery namby-pamby, on the ground that youth and children of ordinary cleverness cannot understand plain idiomatic Anglo-Saxon, or that they will not be attentive, unless there is an affected condescension to their capacities.

The Rugby School Sermons abound with topics which some teachers would consider as more appropriate for school-room lectures than Sabbath discourses. But Arnold was not satisfied unless the duties of school-days were performed from religious

motives, and if so performed they were in his view as much religious duties as the formal worship of the chapel on Sunday. His second volume of Sermons was prepared to show his "full view of Christianity in its action on schools." One of these sermons treats of the sins of idleness, of extravagance in spending money, and the breach of school regulations. His text is, "Whoso shall offend one of these little ones, that believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the sea." He aimed to show the wickedness of those boys in school who tempt their fellows to be idle, extravagant and disobedient; thus "offending" them or causing them to suffer evil. Then he shows how mean and despicable is that fear of ridicule for not doing right, through which the tempted are overcome and led astray. We wish we could insert the whole sermon, but the following extracts will give a specimen of Dr. Arnold's mode of dealing with evils which so often infest every public school.

"A boy is laughed at because he works in earnest and on principle, for taking unnecessary trouble, for being afraid of punishment, for wishing to gain favor with his masters, and be thought by his teachers to be better than other boys. Either of these reproaches is one which a boy finds it hard to bear. He does not like to be thought afraid, or plodding or wishing to court favor. He has not age nor sense, nor firmness enough to answer that the only fear of which he need be ashamed is the fear of his equals, the fear of those who are in no respect better than himself, and have therefore no sort of right to direct him. To be afraid then of other boys is, in a boy, the same sort of weakness as it is in a man to be afraid of other men, — and as a man ought to be equally ashamed of fearing men and of not fearing God; so a boy ought to be ashamed of fearing boys, and also to be ashamed of not fearing his parents and instructors. And as in after life the fear of God makes no man do anything mean or dishonorable, but the fear of men does lead to all sorts of weakness and baseness, so amongst boys the fear of their parents and teachers will only make them manly, and noble and high-spirited; but the fear of their companions leads them to everything low and childish and contemptible. Those boys then who try to make others idle, and laugh at them for trying to please their masters, are exactly like the men who laugh at their neighbors for living in the fear of God; and both are like the more hardened ruffians in a gang of thieves, whose amusement it is to laugh at the fear of justice which beginners in crime have not yet quite got over. * * * *

"So with regard to extravagance and the breach of school regulations. There are some boys, who remembering the wishes of their parents, are extremely unwilling to incur debts and spend money upon their own eating, drinking and amusements. But they are assailed by the example and the reproaches and the laughter of others. The charge of stinginess, of not spending his money liberally, is one which a boy is particularly sore at hearing. He forgets that in his case such

a charge is the greatest possible folly. Where is the generosity of spending money which is not your own, and which, as soon as it is spent, is to be supplied again with no sacrifice on your part? Where is the stinginess of not choosing to beg money of your dearest friends, in order to employ it in a manner which those friends would disapprove? For, after all, the money must come from them, as you have it not, nor can you earn it for yourselves. But there is another laugh behind; a boy is laughed at for being kept so strictly at home, that he cannot get money as he likes; and he is taught to feel ashamed and angry at the hard restraint laid upon him. Truly that boy has gone a great way in the devil's service who will dare to set another against his father and his mother, who will teach him that their care and authority are things which he should be ashamed of. Of those who can do this, well may Christ say, that 'it were better for them that a millstone were tied about their neck, and that they were drowned in the depth of the sea.' Yet these things are done; and the consciences of many who now hear me will say to the eye of Him who can look into the inmost heart, that they are the doers of them."

With such preaching on Sunday, we might well think that the Rugby boys would be as much afraid of their consciences all the week after, as the thief is in fear of the sight of the bailiff. Dr. Arnold did not confine himself to positive and open faults of conduct in his addresses to his pupils. He entered largely into the proper motives of all right conduct, it being his desire to quicken or "hasten" as much as possible the moral development of young persons, — a sort of precocity which in his opinion was not attended with any danger as to loss of health or any of the ills to which very ambitious students are exposed. It was not enough with him that his pupils should have a clear intellective view of their *duty*. They must *love* their duty with passionate devotion; and they must manifest that love in the manner and temper with which the acts of every day were performed. A frivolous and careless disposition was his abhorrence. He could relish and most cordially enter into the amusements of the young. But along with this, he had the utmost regard for an earnest purpose and a serious and thoughtful disposition as the basis of all true worth, and as the condition without which no amount of intellectual culture would be of any use. To a pupil, who, in great anxiety, had written to know if he had offended him, as he had observed his manner towards him was changed, he replied as follows:

"I was not aware of anything in my manner to you that could imply disapprobation, and certainly it was not intended to do so. Yet it is true that I had observed with some pain, what seemed to me indications of a want of enthusiasm, in the good sense of the word, of a moral sense and feeling corresponding to what I knew was your intellectual activity. I hold the lines, '*Nil admirari, &c.*,' to be as

utterly false as any moral sentiment ever uttered. Intense admiration is necessary to our highest perfection."

No man has lived in our times in whom the truly Christian ideal of self-sacrifice for others' good, was a principle so intensely active; and his chief glory as a teacher was that he had most vivid views of what an educated mind controlled by Christian principle is worth, as a minister of good to the poor and ignorant and sinful, as a blessing to the state in which are embodied the common and undying life and character of a people, and especially as connected with the Christian commonwealth, or the immortal kingdom of God on earth, into which every Christian scholar should be incorporated. His intense benevolence manifesting itself in his love for friends, for his country, and for the glory of God, was the secret of all his power, not only as a preacher, but in an equal degree in his instructions of the "sixth form." It was this high moral quality on which Dr. Hawkins rested his prophecy, that if Arnold was elected to the head mastership of Rugby, "he would change the face of education all through the public schools of England."

We have no doubt of his ability as a teacher in the classics, and especially in the department of ancient history. We doubt whether there was any school-room in England, even any of the University lecture-rooms, that was the scene of greater intellectual ardor than that of Dr. Arnold's "sixth-form" recitation-room. But the secret of that interest was not his ability to impart knowledge, so much as to show its uses, to provoke thought, and to inspire sentiments and motives which could not fail to produce the greatest intellectual activity and the happiest moral results. The common intellectual stimulants, such as that of personal competition, were superseded by the higher inducements, in the full appreciation, of the ends and uses of all mental culture, the making the most of life for the noblest purposes. Nor was the relation of cause and effect in this instance an intangible or remote one. The fruits of Arnold's labors as a teacher, were not only abundant, but soon visible and appreciated. When he began his career, not only the ancient Public Schools, but the Universities of England, were in a moral condition that was truly deplorable. They were the seats of profligate dissipation, and almost entirely destitute of young men of high, moral and religious character. It was soon noticed that Arnold's pupils went through the fiery ordeal of temptation unhurt, that they maintained a good standing as scholars, and were high-minded, upright, thoughtful and earnest men. The little leaven became contagious. The noble example of Rugby was imitated, and moral and religious men were no longer objects of ridicule as formerly at the Universities.

It should not be forgotten that Dr. Arnold aimed to do what he did, chiefly by the instrumentality of teaching. In the pulpit he was still the teacher. What he said there was presented in the concrete form of school instructions, teaching theology or the divine philosophy, just as he taught his classes the philosophy of individual and social life, by the study of history.

It should also be remembered that Dr. Arnold deliberately chose the calling of a teacher, that he might thereby most directly move the machinery of the whole social system in the way of doing good, not only to his own pupils as men by themselves, but that through them he might affect the public heart and the public conscience, so as to bring about those reforms in the State and in the Church, which were intimately connected with the glory of England, and the welfare of every people on earth under the influence or control of England. He chose the teacher's calling because of his love for it, not because he could not succeed in any other calling. He was always reckoned by those who knew him best, as one of the choice scholars and thinkers of his age. He had attained the highest rank in the clerical profession before his election as Head Master at Rugby. Burning with an intense desire to benefit his race and age, and conscious of his ability to do service, he felt that his best field of labor was in the school-room, and that from that high vantage ground he could make his influence felt, not only by his teachings and inspirations, as conveyed by his living voice and presence to the crowds of talented young men that thronged his school-room; but also by an indirect influence, which should reach even to the ends of the earth. Within two months of his death, and in one of the last, as well as one of the most earnest sermons he ever delivered, he thus describes the character of his audience and the influences that went forth from that chapel where he ministered:

"The veriest stranger who ever attends divine service in this chapel is apt to be struck with the peculiar character of the congregation here assembled. He sees almost the whole congregation to consist of persons in early youth, from the earliest boyhood to the very edge of manhood. It is not a fixed congregation, for those now here must, of necessity, in a few years, be all scattered to the four winds of heaven, so that we should look for its several members any where rather than here. And it will not be dispersed only within narrow limits, the limits of the country where it belongs. For our country spreads forth her arms so widely that the scattering of the members of an English school is literally a scattering over the whole habitable world: there is no distance so great to which some of our number may not be likely to betake themselves. And then again, those very distant countries, to which some of us may soon be led, are new settlements, with institutions, habits, and national character unformed as yet, and to be

formed; unformed, and capable therefore, in their unsettled state, of being influenced greatly by the conduct and character even of a single individual, so that, putting all these things together, a stranger does well to feel something more than a common interest in the sight of the congregation assembled in this chapel as it is this day.

"But if the sight so interests a stranger, what should it be to ourselves, both to you and to me? Now whatever occurs of unusual interest in the world, strikes in this way upon an answering key within our breasts here. Whatever of striking good or of evil happens in any part of the wide range of English dominion, declares upon what important scenes some of you may be called upon to enter. And seeing and hearing the distant battle, is it not very natural to wish that those who may be called to take part in it should be well armed and well trained for the contest; that however trying may be the outward circumstances in which you will have to act, you may not be false to yourselves or to your duty? Or so again, whatever new and important things take place in the world of thought, whatever habits of mind we see prevailing, whatever truths honored or despised, whatever errors predominant, can we help thinking of you in this also, and wishing, if it were possible, that here too you might be endowed with the spirit of wisdom and power, that when you go forth amid the strife of tongues and of minds you may be able not only to hold fast the truth yourselves, but if it may be, that you may be the blessed instruments of maintaining the knowledge and love of truth in others?

"And then, when we consider the manifold differences of human character, how unlike one of you is from another, how in each there is his own peculiar danger, and also his own peculiar gift and aptness to receive the grace of God, we see the immense difficulty of dealing with minds so various in the way each most requires, and we gain a real experience of what St. Paul meant when, looking upon the work and difficulties of a Christian teacher, he asked, "Who is sufficient for these things?"

"But one thing is clear, and of the last importance, and to be pressed most earnestly upon the minds of every one of you: That in the business of life, be it what it will, and when it will, in the business of life, which you know is also the seed of eternity, and as such infinitely precious, three parties are concerned, of whose existence it behoves us to be equally and intensely conscious; three, and in the real deep struggle for life and death, three only, but three always: and these three are God, on the one hand, and your own individual souls on the other, and the one Mediator, Jesus Christ, who alone can join the two into one."—*Christian Course, its Hopes, Fears and Close*, page 402.

The extracts we have given are but specimens of those earnest teachings with which the Rugby sermons are replete. They were given to an English school, but it will at once be seen that they are just as well adapted to the circumstances of every American seminary of learning. Arnold loved his country with a deathless devotion, and the patriotic sentiment was employed by him constantly in all his teachings to awaken the

enthusiasm of his pupils to every topic connected with British renown in past ages, and to animate them with the blessings destined to flow forth for the healing of the nations through British power and British civilization.

He was a Christian politician in the highest and best sense of the word politician, and every page of his works, and almost every sermon he ever preached were designed to inculcate the noblest ideas of civil liberty and the principles of the purest Christianity. He aimed to make all his pupils worthy members of a Christian commonwealth, and to this end he would make every pupil most keenly sensitive as a moral being to his own personal duty, occupying, so far as respects right doing, a position of absolute subjection to God alone, but of equally absolute independence of all human control in matters of opinion and conduct. That position of extreme isolation as to all human authority, and of direct responsibility to conscience, must be understood before we have a vivid sense of what Dr. Arnold comprehended in the word DUTY.

In determining questions of duty he said, "we should make use of all the means God's goodness has provided for us; we should ask counsel of friends, and listen to teachers; we should delight to be in the company of God's people, of one mind, and of one voice with the good and wise of every generation; we should be afraid of leaning too much to our own understanding, knowing how it is encompassed with error, but knowing that other men are encompassed with error also, and that we, and not they, must answer for our choice before Christ's judgment; we must in the last resort, if our conscience and sense of truth cannot be persuaded that other men speak according to God's will, we must follow our own inward convictions, though all the world were to follow the contrary."

Indeed he made it one of the highest personal duties "to keep alive our sense of our individual soul; of living in ourselves, and not pretending to live in the life of others." He calls those "dead stones in a dead building" who sink their personal existence in that of other men, "calling their belief your belief, and surrendering your conscience to their conscience," while those who keep their own personal life vigorous, having their own faith and their own love, "are living stones in a living temple."

As Dr. Arnold was most anxious to implant in his pupils a feeling of personal responsibility for all their opinions and conduct, so in all his entire administration as a teacher he never submitted himself to the dictation of others in a matter of personal duty. He would not have retained his post one hour if he could not have been free to act as he saw fit in accordance with his own best judgment. The policy of the institution over

which he presided was his own policy, both as to government and instruction, and not that of the overseers; their duty being, as he thought, to inspect his work, and to displace him if they were not satisfied with the results of his administration.

He would never have received one word of direction as to what views of truth, on any matter, whether of religion or politics, he should advocate. As a teacher of history and as a Christian minister he had most decided views,* many of which were his own, and so boldly and pertinaciously did he maintain them, that he often awakened violent opposition; but not on this account did he "bate one jot" of what he deemed to be his duty; and for that reason his personal independence became the source of his strength, and laid the foundation of his fame in all lands.

It has long been the habit to praise Dr. Arnold as a model teacher. But we are persuaded that few comparatively are familiar with the real grounds on which his reputation rests, and there are fewer still who are in a position to do as he did, or who have the courage and character needed to do as he did, even if they were called to a similar station. Most certain it is, that with all our republican notions of liberty, few teachers of our public schools would dare to do, or be allowed to do, what the teacher of Rugby did in spite of the opposition of Oxford, and of nearly all the clergy of the National Church, of which he was a member. In this country a teacher soon learns that if he wishes to be popular, his instructions must be like that of the very acceptable preacher, whose sermons were always free from all topics on religion or politics. He may have earnest views of Christian duty, but he must teach science only. He may dearly love his country, but he may not lead his pupils to a knowledge of his political principles, much less may he try to instil them. Here the teacher is a public servant, employed to instruct in what are called useful branches, but the ends of learning, the application of knowledge to the formation of character, so far as that character depends on right views of duty, on proper aims of life, and on the powerful impulses of moral and religious considerations, are all deemed, quite too generally, as not belonging to the province of the practical teacher. To be sure, it is made his duty in the fundamental laws of the State of Massachusetts to give moral instruction, and train every pupil to the practice of all the moral virtues. This is an ancient and venerable requisition, established in the times when it was not made a dead

* The views above referred to are not those which have awakened very earnest discussion in this country, except where the Episcopal controversy has prevailed. It is believed that with most persons of that respectable sect in New England, the opinions of Arnold would not be offensive. In respect to metaphysical theology, Dr. Arnold was of the opinion that unity of *action*, rather than of *faith*, was the condition of real Christian fellowship.

letter by the fear of sectarianism and the still greater evil of indifference to all religious training whatever. But who does not know how utterly worthless are all prescriptive rules of right doing for the control of human conduct, even of young children, unless the conscience be brought under subjection to God's will, not only in respect to duties of formal worship or of personal affection, but in relation to the school lessons and every-day duties of the youngest and humblest pupil?

Therefore it is that Dr. Arnold's great example would be of so much service in the modes of school management and instruction in this country, if his great aim could be faithfully sought after by every teacher, which was to portray always and faithfully the proper functions of the Christian life, not in theory or any set theological formulary, but as applied to its actual "Course" in a world full of "Hindrances," and not wanting in "Helps," and as also applied to its consummation or "Close" in all that pertains to the "Hopes" and "Fears" of

"A being breathing thoughtful breath,
A traveller between life and death."

RELATIVE DUTIES OF PARENTS AND TEACHERS IN THE EDUCATION OF THE YOUNG.

A PRIZE ESSAY, READ BEFORE THE HAMPDEN COUNTY TEACHERS' ASSOCIATION, MAY 12, 1854.

BY ARIEL PARISH, ESQ., PRINCIPAL OF HIGH SCHOOL, SPRINGFIELD.

A WRITER of high authority has declared, that a parent has no more right to send out into the community an ignorant and reckless child, than he has to let loose a ferocious wild beast in the crowded streets of a city. After making all due allowance for any apparent exaggeration in the comparison, the *principle* remains sufficiently obvious.

In ancient Greece, the government of the country made the parent responsible for the crimes committed by the child. In Iceland, at the present time, it is said that the parent is punished for all criminal conduct of the child, when it can be made to appear that it has occurred through any neglect of the parent in his training and education.

The vast expense of the State, and the unremitted pains taken to prepare the rising generation for the proper discharge of their duties as citizens, imply a responsibility on the part of those who have in charge the education of the young, which can scarcely be overrated. General intelligence and correct moral

principle furnish not only the basis of prosperity and happiness of the people, individually and collectively, but are the real safeguard of a republican government for which no substitute can be found.

Again, the child ushered into existence an utterly helpless being, dependent on those who are his natural guardians and protectors, is to enjoy or suffer, mainly, according to the course pursued by those whose duty it is to prepare him for future life. He has an *imperative claim* then, that no reasonable expense or pains shall be spared in that preparation.

When moreover it is considered that the leading principles and habits of the young are so established during their minority that no after influence can materially change them, the importance of a suitable early education becomes still more obvious.

A French infidel is said to have asserted, that if he could have the exclusive control of a child during the first five years of his life, he could teach it to violate any law of God and man without compunction of conscience, ever after.

Prof. B. Silliman (Sen.), of Yale College, has expressed it as his opinion, after a long life of observation in his intercourse with students, that the general principles, habits and character acquired by a young man at seventeen years of age, will not often be radically changed in subsequent life.

The purity and perpetuity of our government, the moral sentiment and general prosperity of the community depend, evidently, more upon the influences that shall give character to children now growing up to manhood, than any and all other agencies that can be brought to bear on us as a nation. The characteristics of the domestic and social circles; the business relations between man and man; the mutual influences constantly exerted in our intercourse among ourselves, also those we are to send abroad, to affect in some degree the welfare of the whole human family, will reveal, in their every phase, the principles which have been instilled into the youthful mind by the educators of the present generation.

Parents are the *natural guardians* and *instructors* of their children. With proper qualifications and leisure, no assistants would ever be needed to aid them in their work. But such are the demands upon their time, such their cares and daily duties, that it is found impracticable on the part of most parents to devote the time and attention which the education of their children requires. Hence the necessity of employing others to aid in the performance of this duty, and to share in their responsibility.

In the work of education there are many reasons why mutual confidence, sympathy and thoroughly concerted plan and action are peculiarly necessary between the employer and employed. On the one hand, if Solomon's choice was a judicious one, on-

the ground that in procuring wisdom he possessed the means of securing everything else that could contribute to his own personal enjoyment and welfare, and likewise the ability to do for his fellow-men what, otherwise, he never could have accomplished, — then should every wise and benevolent parent desire to bestow a suitable education upon his child, as the most valuable bequest he can make.

On the other hand, it should not be overlooked by the teacher, that however anxious the parent may be to secure a result so desirable, however abundant may be the facilities provided for the attainment of the object, should *he* prove *incompetent* or *unfaithful* in the duty assigned him, and for which he stands obligated, he casts mildew and blight upon the dearest interests of the future man.

If, according to the views already presented, the obligations of the parent are weighty, they are by no means diminished in fact, by being shared with the teacher. The former is not to let down his watch because another has undertaken a part of his labor; the latter assuming the office and duties of the parent in part, is so far bound to take upon himself the parent's responsibility, and discharge his trust with all the fidelity of a parent. While the teacher performs the labor assigned him, the parent should not only supply all necessary facilities, but carefully observe the spirit, skill and results of his co-laborers' work.

And here it should be remarked, that from the commencement, to insure the highest success, there must exist a deep and settled conviction on the part of both, of the importance of the end to be accomplished; an earnest purpose to reach it; and likewise a cordial sympathy and coöperation. So far as it is possible, a clear understanding of each other's views respecting a proper standard of education, the *purposes* to be accomplished by it, and the *processes* by which it is to be acquired, are all important in the mutual action of the parent and teacher. With a generous spirit of forbearance when faults may seem to exist, and a tender regard for the feelings of him who may appear to have erred, it will rarely be difficult to approach the offending party and seek explanations or present suggestions which shall heal all difficulties in a peaceful manner, and even establish a mutual confidence which shall be a future safeguard against suspicions and misunderstandings. The *nature of the object* for which and upon which both parent and teacher are to labor, should be most distinctly kept in view.

He who undertakes to transform the crude material of wood or metal into an article valuable for its utility or beauty, or both combined, may address himself to his task with a degree of confidence wholly unknown to the artist who undertakes to

mould the invisible, indestructible spirit of man. A mistake in one may mar, — nay, even destroy the material, without irreparable injury; but in the other, an impression is made, which, like the slight inscription of a name upon the smooth bark of a young and thrifty tree, is rendered more conspicuous by the lapse of time, and must remain as permanent as the undying spirit itself. The *intellect* must be so trained that it shall steadily increase in manly vigor, in keen perception, in skill and ability to compare accurately the proper relations of objects of sense; likewise perceive a suitable adaptation of thought and action to every circumstance in all the vicissitudes of life. The *moral feelings* should be cultivated in such a manner that the desire to gratify *self* shall not blind the eye of justice, nor recklessly trample upon the rights and privileges of a neighbor; that benevolence shall control every action, — that conscience shall stand a faithful sentinel at every avenue of thought, entering familiarly into all the counsels of the soul.

"*Manners* often make the man," and these need constant and skilful management. Great worth may be concealed under a rough exterior; great power and influence may be exerted, although the style may be anything but polished, yet it seems a needless defect of character when a repulsive manner is suffered to counteract every other trait of excellence. One of the old philosophers being asked to state some of the advantages of a good education, answered, that it enabled one to associate in an agreeable manner and confidently with his fellow-men. Such are some of the leading points on which the parent and teacher are to labor in common. There are many particulars relating to their reciprocal duties, to which only a brief allusion can be made. Most of these need only to be brought to mind to be rightly considered and disposed of; and those about which there may be a slight contingency, require only a candid mutual consideration to arrive at a true and just decision.

It has been said of the father of a large family of children, that at the beginning of the winter school, — having invited the teacher to dine with him, — while assembled around the family board, he made the importance of the school, the necessity of good order and obedience in it, with other kindred topics, the subject of conversation; and then in the presence of the children, said, incidentally as it were, that he trusted they would behave themselves well; that they knew no desire was so near his heart as their welfare; but if they justly incurred any punishment at school, he should repeat it at home, because he should regard an offence committed in school as an offence against *himself*, as well as against the teacher. What a ban is here placed upon every infraction of duty; what an impulse to right thought and action in the proper direction; what a cheer-

ing assurance to the teacher, and how delightful his task with such coöperation! But in a case like this, there is an obligation on the part of the teacher, to meet such a spirit with a corresponding forethought. But how shall he know that it does exist in any particular case, except it be incidentally brought to light? For safety, let him assume that such is the fact in every family within his charge, and act upon the premises till he shall learn to the contrary. It is true policy, sometimes, to express confidence, even in the dishonest, only put not yourself in their power to do harm. Confidence manifested begets mutual trust. Nowhere is it of greater service than between the teacher and parent. It is an important duty, an essential element of success, in order to do justice to those rightly disposed, and to guard against the disaffected, if any such there be, to become acquainted, as far as possible, with the views of all parents who have entrusted the instruction of their children to his care. The practice of many teachers of making a tour of visitation among their patrons, cannot be too warmly commended. Where the right spirit already exists, cherish, strengthen it; where it is wanting, create and cultivate it. This will afford a permanent basis for all future action.

The more minute details of school operations, although vitally important in themselves, must be noticed in the briefest manner; indeed, an extended notice of them is scarcely needful, if the spirit of the right kind can be created, and without it all devices to perfect minor details will prove but superficial, temporizing and shiftless modes of attempting to accomplish the work of education.

Let us now contemplate the pupil under the mutual direction of the parent and teacher. He is in turn instructed and controlled by each, and in all he does is responsible to both. Where the authority of the one will not reach, the other must. As the teacher is placed under heavy obligation for the faithful and successful discharge of his duties, it seems necessary before dismissing our subject, to allude to a corresponding obligation on the part of the parent to insure the regular attendance of the child on the teacher's instruction. No man could be reasonably held responsible for the successful performance of any labor, who should be restrained from entering his workshop or office one fourth, or one third of his time, and that at regular periods according to the whim or caprice of another; nor if the material upon which he labors should be removed from his hands for the same space of time. Such a proposition would be deemed preposterous in any ordinary vocation. But in the latter case the comparison is decidedly favorable. The watchmaker or engraver may lay down his tools, leave his work and expect on his return to find them and the material substance on which he had been

employed, in precisely the same condition in which he had left them. He can begin where he left off. But not so with the teacher. During his interruption by the absence of his pupil, other agents and influences have been at work, marring, obliterating and overlaying with other workmanship of a character totally different from his own. He cannot begin where he left off, but he must remove the rubbish, retrace the lines of his work, and toil on under increased difficulties. And happy would it be, if all the loss and retardation could be confined to the absentee alone. But alas! like a blow or pressure on a mass of liquid, where the force is communicated to every particle, not an individual in the little community escapes the baleful influence. Why is it that the whole body of tax payers are willing to see from 20 to 30 per cent. of their money worse than uselessly expended? The evil is for the most part a needless one, and seriously, directly and absolutely injurious to all parties concerned.

Our limits forbid even the mentioning of many important topics intimately connected with this subject. Some of them, such as self-control, patient investigation, conscientiousness in the performance of all duties, the lesson of obedience to wholesome requirements, comprehensive views and high aims and purposes, &c., &c., should have received, at least a passing notice. But from the general spirit and scope of this communication may be inferred the manner in which these subjects should have been treated. One grand principle controls all details relating to the great subject of mental and moral improvement of man. None but the honest, earnest, ardently devoted and conscientious laborer should ever presume to engage in this sacred vocation. The language of the poet has a fearful meaning, —

> "Oh! wo to those who trample on the mind,
> That deathless thing! They know not what they do,
> Nor what they deal with. Man perchance may bind
> The flower his step hath bruised; or light anew
> The torch he quenches; or to music wind
> Again the lyre-string from his touch that flew, —
> But for the soul, oh, tremble and beware
> To lay rude hands upon God's mysteries there."

FIRST GATHERING OF THE SPRINGFIELD HIGH SCHOOL ALUMNI, JUNE 21, 1854.

FROM THE SPRINGFIELD REPUBLICAN.

THIS pleasurably anticipated reunion took place June 21st, 1854, and was in every respect a most interesting and delightful renewal of old school memories and friendships. The alumni, embracing past members of the institution, since the occupancy of the school building on Court street, in September, 1848, together with the present members, were assembled to the number of some four hundred, to enjoy the happy greetings and cherished associations so congenial to the occasion. It was a noble and lovely gathering, and one which any city might be proud to look upon, much more to claim as its own.

A few minutes before 3 P. M., the procession, composed of young ladies and gentlemen, was formed at the High School and proceeded to Rev. Dr. Osgood's church, where a large gathering of their friends had previously assembled. After a voluntary from the organ, at which Henry Wilson presided, and after the audience were seated, the interesting exercises which were to follow were appropriately introduced with prayer by Rev. Dr. Osgood. Then followed an original song; and here we will remark that this and others that were interspersed during the exercises, were written for the occasion by James K. Lombard of this city, himself one of the alumni, and were finely executed by an orchestra of young ladies and gentlemen, also members of the alumni.

The first vocal performance ended, the audience were next entertained with a very interesting and instructive historical sketch by Ariel Parish, the Principal of the High School, and the presiding officer of the day. We have only space to indicate a few of the leading features in this and the subsequent addresses, which it would have been a pleasure to have reported in detail.

After alluding in his introductory remarks to the gatherings of the alumni of other institutions, and to the appropriateness and pleasure of adopting a similar custom in this, Mr. Parish happily congratulated those who, on the present occasion, had assembled to renew endeared memories of their Alma Mater, expressing also his own happiness in again meeting so many of his former pupils, and cordially welcoming them to the greetings and enjoyments of this day's reunion. The history of educational progress in this country was the next topic of remark. The early efforts of our Pilgrim Fathers in establishing schools and providing the means of education for their posterity, were briefly recapitulated, as was also the history of the Springfield schools, from the first effort in 1644 down to the present time.

The progress of improvement in the system of education, as it now exists, was presented in strong and amusing contrast with the condition of schools during the last century. In this review, the speaker entertained his auditors with many interesting reminiscences of former times; but we must pass to his closing remarks referring to the present High School and his own connection therewith. During the past six years of its existence, this school had embraced some 500 members, and it was a subject of congratulatory remark that its privileges had taken a wider and higher range than obtained under the old system of our forefathers; for the educational advantages in schools of this class at the present day were enjoyed with equal freedom by both sexes, whatever their condition in life. No institutions, said the speaker, were more nobly designed to establish equality and freedom than such as this, and those who listened to him could do no better service to their own welfare hereafter, nor to their country, than by sustaining the common school.

The singing of a beautiful hymn was followed by the next intellectual treat, viz., an address from William H. L. Barnes of this city; subject — The Individualism of Character. The address was eloquently delivered, and was replete with beautiful thoughts and patriotic sentiments. The qualities which form the constituent elements of character were defined with great force and impressive illustration; while incentives to a vigorous and perfectly developed intellect, and to the cultivation of pure affections and exalted purposes, were presented with a power and eloquence not soon to be forgotten by those who heard.

Another original hymn, and then came a rich and racy poem by James K. Lombard of this city. It was a Retrospect of the Country School and the City School, in which the former, with all the rudeness and uncongenial attachments pertaining to it in bygone years, was brought in striking and amusing review before the audience; while the latter, with all the advantages and pleasant associations imparted by a more intelligent and enlightened system of education, was held up in equally vivid portraiture and in most happy contrast. The present High School and its excellent principal, and the memory of departed associates, were incidental themes of appropriate and affectionate tribute; while the high duties devolving upon the living were made the subject of earnest and impressive appeal.

Henry H. McFarland, formerly of this city, but now of New Haven, was next introduced. The influence of experience on present and future character was in substance the theme of his address, and in its elucidation the great elements of a perfectly developed character, viz., power, independence, labor and integrity, were strongly brought out, and their relations to each other

were illustrated in a manner to be treasured in useful remembrance. In closing, the speaker bestowed an affecting tribute to the memory of deceased members of the school, enumerating them, one by one, from the first down to the last whose remains had been consigned to their final resting place, even during the progress of these exercises. These tenderly expressed remembrances of the dead were appropriate to the occasion, and affected many of the audience to tears.

In touching unison with this closing tribute, was an original song in the air of "The Mother's Farewell." It was sung by a quartette from the alumni of the school, the air by Miss Caroline Adams, the second by Miss Isabella C. Hamilton, tenor by Emerson Foot, and the bass by Dwight Clark. The performance was exceedingly beautiful and effective, and each part was admirably sustained. The air, by Miss Adams, was executed with a sweetness, brilliancy and power which fascinated every listener, and won the highest commendation.

The attractive exercises at the church were concluded with another song in the air of "Auld Lang Syne," in which the whole audience heartily and enthusiastically joined.

FESTIVITIES AT HAMPDEN HALL.

A social reunion at Hampden Hall in the evening, gave an appropriate and happy finale to the proceedings of the day. The hall was tastefully festooned with evergreen and otherwise elegantly decorated. Over the speaker's platform was the following motto wrought in evergreen, "WELCOME, SCHOOL MATES;" while in front was a giant urn, richly decorated with mosses, flowers and evergreen, and from it flowed that best of all beverages — cold water. Along the sides of the hall were ranged the tables, groaning with creature luxuries, and magnificently ornamented with vases of flowers — the work of many fair hands.

The company present numbered about 800, and a more happy and beautiful assemblage was never seen. The evening's pleasures were enhanced by vocal melodies and by the performances of Gemunder's Cotillon Band; and after partaking of the splendid repast upon the tables and prolonging the social interchanges of the occasion till nearly 12 o'clock, a portion of the company retired, but others enjoyed some of the small hours of the morning by mingling in the graceful dance.

About 250 of the alumni and about 150 members of the High School participated with their friends in the happy scenes of the day and evening. Some of the former came from Ohio, Michigan, Missouri, Virginia, New York, and many of the

adjoining States, as well as from all parts of Massachusetts, and there was one who had just arrived home from China, and another from Australia.

Thus ended one of the most attractive gatherings ever seen in Springfield. We are glad to know that it is not to be the last. A committee of the alumni meet this morning to perfect arrangements for their continuance in future years.

Republican, June 22.

THE DARK SIDE.

Written one beautiful May evening, after being shut up in the school-room all day.

They talk of the joys of a teacher's life;
And say 't is a pleasant thing
To watch the young mind with ambition rife, —
To mark 'twixt good and ill, the strife
In the young heart's wandering.

Well, be it so! there are drops of joy,
But they 're "few and far between."
While troubles and trials and cares annoy,
And thoughts of a fettered life destroy
The pleasures so seldom seen.

When the sun shines bright in the azure sky,
As in this sweet month of May;
When the blue-bird and robin go warbling by,
Then the teacher looks with a longing eye,
To the woods and fields away.

Oh, were she free; — were she only free
To follow the winding stream;
To catch the sweet music of bird and bee, —
To list to the voice of the mighty sea, —
What bliss to her 't would seem.

But no! be the morning e'er so fair,
Away must the teacher go,
To her daily task of toil and care,
Shut out from the pure and balmy air,
While the hours move dull and slow.

And then, when her hard day's work is done,
She steals away to rest.
She cannot join in the frolic and fun, —
All the buoyancy of life is gone.
'Tis a weary lot, at best.

Cambridge. S. E. W.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.*
C. J. CAPEN, ... *Dedham.*
} RESIDENT EDITORS. {
ELBRIDGE SMITH, *Cambridge.*
E. S. STEARNS, .. *Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE Twenty-fifth Annual Meeting of this Association will be held in Providence, R. I., at the Railroad Hall, on the 8th, 9th and 10th days of August.

The Meeting will be organized on the 8th, at 10 o'clock, A. M.

LECTURES WILL BE DELIVERED AS FOLLOWS:

On the 8th, at 11 o'clock, A. M., the Introductory, by Rev. Dr. Wayland, President of Brown University.

On the 9th, at 10 o'clock, A. M., by Rev. E. B. Huntington, of Waterbury, Ct.

At 3 o'clock, P. M., by Elbridge Smith, Esq., of Cambridge, Mass.

At 8 o'clock, P. M., by Rev. Edward Beecher, D. D.

On the 10th, at 10 o'clock, A. M., by W. Hooker, M. D., of Yale College.

At 3 o'clock, P. M., by George Sumner, Esq., of Boston.

DISCUSSIONS WILL BE HELD AS FOLLOWS:

On the 9th, at 11 1-2 o'clock, A. M.; Subject — Arithmetic. Discussion will be opened by Nathan Hedges, Esq., of Newark, N. J., and Dana P. Colburn, Esq., of Providence, R. I.

On the 10th, at 11 1-2 o'clock, A. M.; Subject — Geography. Discussion will be opened by George Allen, Jr., Esq., of Boston, and Richard Edwards, Esq., of Salem, Mass.

On Tuesday, the 8th, at 4 o'clock, P. M., the Institute will meet for social intercourse.

Gratuitous entertainment for Ladies will be provided by the citizens of Providence. The Railroad fare has, for persons attending the Meeting, been reduced one half, by the Eastern, Western, Providence and Worcester, and Boston and Providence Railroad Companies.*

THOMAS SHERWIN, *President.*

D. B. HAGAR, *Secretary.*

Boston, July 13, 1854.

* See ultimate R. R. arrangements in the Boston Evening Papers of the 4th and 5th of August.

MR. VON HEERINGEN'S NOTATION.

From the Leipzig Illustrated News, June 13, 1852.

MR. EDITOR: — Have you ever heard of a man who while fighting a duel should turn the deadly weapon against himself, and fire it into his own heart, instead of pointing it against his antagonist? Something similar you witness to-day. I appear once more in the battle field; but this time not to attack Mr. Von Heeringen's system, but to correct some of my former statements. It is not however the last challenge of this stormy reformer that compels me to do so. Such a motive would make me blush. No one but myself can command me; and indeed I do not always follow my own directions.

Like the Ptelomy who, to advance science, banished some of the poor Alexandrians and killed others, so Mr. Von Heeringen, had he the power, would decapitate all who oppose his system. For the sake of such a man I shall never write a word. What you read to-day was prepared before I saw the Illustrated News. What then, you ask, has caused me to mention the new system again, after having stated that I was done with it? Ah, Mr. Editor, you remember the story of the old Professor of Erlangen, who having nothing left but skin and plasters, still studied as though he feared the worms would not find ideas enough. Such an old curiosity am I. Whenever I can learn anything, or push anything forward, I am unable to stop, notwithstanding my weak constitution bids me cease. The new notation made me constantly restless. Day and night it whispered "Thou hast not taken pains enough to examine me. Be not moved by my opposers." One who uses old things to aid him in forming an opinion of a new is always wrong, says Laube. In short, *nolens volens*, I had to apply my mind to the system again, and was astonished not a little when I entered a clear and beautiful garden, simply, neatly, and plainly arranged, when before I expected to find a dark Labyrinth. I met questions which never before would have made their appearance, and received answers which taught me that the new system contains more valuable material than the world has heretofore been willing to see. Perhaps in a separate work I shall demonstrate how far the new system excels the old. Here I shall only correct some of my former opinions.

In my former article I stated that the method of representing sounds *step* by *step*, in regular scales, would help the singer to give the precise pitch; since the eye would then be brought to the assistance of the ear. I also stated that this asistance was lost in the new system, as several of the scales are made irregular by having on some degrees no notes at all, and on others

two instead of one. Such ideas appear well on paper, but in reality the thing is by no means so. It is true that for the eye there exists a regularity like the steps of a ladder, but the ear does not go by that, nor is it benefited thereby. In the major scale the steps from the 3d to the 4th, and from the 7th to the 8th degrees are smaller intervals than in the other degrees. In the minor scale the steps from 5 to 6, 6 to 7, and 7 to 8, are sometimes smaller and sometimes larger, according as the scale is used for harmonious purposes. Now if the intervals of a scale should appear to the eye on paper precisely as they do to the ear, it would be necessary to represent the half, whole and superfluous tones smaller and larger according to the distances of the intervals. The singer must accustom himself in the old, as in the new scale, to contradictions. He must often imagine the intervals sometimes nearer, and sometimes more distant than they appear to the eye. The old Notation has, in this respect, the same imperfections as the new, and even more; while the latter dispenses with all chromatic signs for elevation and depression, such as single and double sharps, single and double flats, natural and sharp, natural and flat, &c., and the old is anxious to preserve all these characters, which it has invented, as a hobby, and which by no means makes the written harmony correspond to the tones as they seem to the ear.

I ask you which of the two here following notations is the simplest, and which brings the writing part more in harmony with the tones as they appear to the ear, that under 1, or that under 2?

(Remark; write the example out in notes) 1, g, g sharp, g double sharp, g with a natural — 2, g white, g black, a white, and g white, (sole, see, la, sole)? After all, what is the Notation by regular steps good for? *Do we only sing and play by scales?* Or do we not much oftener sing and play in skips or all kinds of intervals? But this leads to further investigations. The new Notation makes it more difficult to sing the precise pitch than the old, so say the opponents of Mr. Von Heeringer, and I have said so too. Let us see what is true in this objection. The old Notation teaches, for example, the interval f and g sharp, (write it out in notes,) is a superfluous second; you cannot, says the teacher, alter this interval, but you must sing it always the same for yourself and the whole world; but you can, for the eye, write this interval in four *different* ways — f and a flat, or e sharp and g sharp — thanks to our beloved flats and sharps; I can drive this still farther and write e sharp and a flat. If the pupil asks the teacher, in his innocence, Why are these two tones written in so different a manner? What is gained by it? The teacher will say "Although the above is proved to be an error, we gain the uniform scales;" and he

adds, "still more, we gain beautiful double and triple meanings, melodical, harmonical and enharmonical scales!!" But no farther questions and dispute: come here and sing for me the superfluous second f and g sharp, in perfect intonation, very true.

Now you look upon the smiling, satisfactory and selfish face of the teacher after the pupil has tried his best, but made a miss! Nespa, my dear pupil, that is difficult. But never mind, never mind, don't be ashamed. I and the most skilful teacher would not be able to sing the interval better, if written in this manner, if we did not have an excellent remedy. Don't imagine this interval as a superfluous second, not as f g sharp, but take it as f a flat, or as e sharp and g sharp; impress the interval differently in your mind from what it actually seems on paper, and you will sing it right at once.

Unfortunately Mr. Von Heeringen, who intends to pay the teacher a visit, hears this conversation while opening the door, and says to the teacher, Sir, are you not ashamed to teach the pupil such trash, and to trouble him in such a way? If you count from f to g sharp you count from 1 to 4, from 1 4 you count from f to a flat, and from e sharp to g sharp, and from e sharp to a flat. This relationship of numbers is according to the really unchangeable and in fact existing intervals a fourth; why then do you call this for the ear, always one and the same interval? once a second, once a fourth, and twice a third? Why do you write it four times differently, notwithstanding it can never be executed but in the same manner? And the American enemy and demolisher of these optical deceiving characters is right. Every sound has but one unchangeable pitch as well on the piano keyboard as on any other instrument, so in fact for the singer (of the enharmonic differences farther down,) and may therefore have but one place on paper, and surely enough on but one name. If we count from any one key on the piano to the very next one, we count from 1 to 2, and from 1 to 2 is a second. Do we count from any one key to the second next we count from 1 to 3, and from 1 to 3 is a third. If we continue constantly to count this way we will find in Von Heeringen's Division (octave), our chromatic scale, the following distinct, unchangeable, never and nowhere differing intervals:

Doe: dee, Doe: ray, Doe: ree, Doe: me, Doe: fa, Doe: fee, Doe: sole, Doe: see, Doe: la, Doe: lee, Doe: pa. (Write it out in notes).

This is all that it is necessary to say about intervals, (all for harmonial purposes otherwise necessary intervals); ninths in the old, and fourteenths in the new system are easy remembered, which shall be shown elsewhere. Never does the pupil find it necessary to learn anything about large, small, diminished,

double diminished, superfluous and double superfluous, (stoff). From whatever sound you wish to have an interval, it has always only one name according to the number of sounds of which it is (in the chromatic scale) constructed.

If you never have troubled yourself about an interval in your whole life, you have learned now all intervals that really do exist for the ear, in the compass of a division, and you can give or show every interval from any given key.

If one would give you, for instance, the Key Dee, and ask you to show the eleventh, you certainly will count up to the eleventh key and will come to pa.

You cannot miss it because there is only one eleventh from Dee, and we have not a small 1-11th or a large 1-11th or a diminished 1-11th or a superfluous 1-11th &c. There exists only one 1-11th or undecime. And it is perfectly the same whether you take the interval above or below, whether the fifth above or below for instance. In the former case, in the old system, you count from 1 to 5 ascending, and in the latter case from 1 to 5 descending. Now sir, please ask one to teach you all the intervals that you have learned in the new system in a quarter of an hour, according to the old system, and see in what time you will be done. It is true this advice is a very unreasonable one, because you would have to give up the editorial business for many days, many weeks if you wish to get hold of all the intricate different small, large, perfect, imperfect, pure, impure, diminished, double diminished, superfluous, and double superfluous (things) intervals, and even if you should pretend to have learned them in a few easy keys and consider yourself a very smart interval Professor, I would give you anyhow some questions that would puzzle you. In cracking such hard nuts, you would soon become desperate. The advantage of the new system, even for the singer, is easily discovered and comprehended. It is a fact in regard to this. The Notation shall produce an image in the mind of the singer, of the descending and ascending movements, but neither the new nor the old Notation is doing this in an absolute or positive manner. One and the same distance of sound appears in both systems on different degrees of the staff. The interval 1 to 4 can appear in three different distances of sound in the old Notation, when it every time belongs to a different scale and is commenced every time on a different key for instance.

1) C flat; d, 2) f a flat, 3) f double sharp and b flat.

Under 1) is the interval, a superfluous second, and the singer must, instead of imagining the Key C, think of the next key below, which is B; he must in his mind make the interval larger than it appears on paper when it seems to be more contracted. Under 2) is the interval a small third; the singer must think of

the next key below A instead of A itself, and must therefore make, in the mind, the interval more narrow than it appears on paper. Under 3) is the interval a double diminished fourth; it appears to the eye much larger than it is to the ear, and the mind has to make a double process in transposing the lower note two keys ascending, and the higher note one key descending. This interval appears in the new Notation as follows: No. 1, Pa, ray; No. 2, fa, see; No. 3, sole, lee.

Therefore, in the distance of space only twice different, while in the old Notation three times, and consequently already here simpler; but we must also consider that for the singer every interval appears constantly under the same note, picture or character, (note,) but that in the old Notation every sound appears under different note pictures f, i, C flat or a double sharp. Again we must take into consideration that in the new Notation appears every sound under the same note, or is represented always by one and the same character, while in the old every sound is written by three different notes. The interval above under number 2 fa, see, can never appear different, but in the old Notation it appears under four different note pictures, thus: f and g sharp, e sharp, g sharp, f, a flat, e sharp, a flat.

I ask you now which Notation is, even for the singer, the simplest? The one which represents every sound constantly by one and the same unchangeable and positive character, always on the same degree, and has but one unchangeable name for it; or the one that represents each sound by three different notes on three different degrees of the staff, and has three different names for it? The further we follow the consistency of the new Notation, and the more impartially we examine it, the more shall we discover the *great rubbish* with which our old Doctrine is overloaded and full of. If we take the sharps and flats away the whole enharmonic falls to ashes, and one will see with astonishment that they are nothing but a mere *imagination and idle pretension*, of which the practical music, as we exercise it and as our ear receives it, knows nothing at all about. Has the piano enharmonic sounds for the ear? Can you, defenders and candidates of the enharmonic, tell me whether I strike C or D flat? Can you, blindfolded, tell me whether the new piece which I play for you is written in f sharp or g flat major? But on the violin, I hear you say, and on the stringed instruments I can give the enharmonic differences! I can slide down from C sharp to D flat! If you are so fond of these differences you may do so, but you must not believe that you will effect any thing at all materially with it. Gotfr. Weber has already seen that the enharmonic difference is a mere trifle, and our ear hears hardly any thing of it, and that we very easily may adopt for all enharmonic intervals one and the same key. But if so why then have different writing and different names?

We find in many works, particularly from Sphor, one and the same sound in one part as D flat, and in another part as C sharp, just as it appeared to him the easiest for the singer to sing the interval. The master will never expect that in these together appearing sounds a difference shall be noticed. Does a violinist in a duet with the piano make a difference so fine that we cannot hear it, such difference is certainly useless; if he gives the difference distinct, then we say he scratches. I don't know in what work I have read that the Germans will rather be killed than to give up *the dot over the I.* If simplification, if dispensation of superfluous things is not a merit, why is it that Gotfr. Weber's simplified system of harmony is taken in use? Why have we not the 3600 chords of Knecht, under which are no less than 720 discords? Everything which a doctrine simplifies and makes surer and more consistent is an improvement. This the new system does even in regard to the science of harmony, as I shall hereafter show. The new system does not rob the ear of anything at all, while it relieves the eye, by its clear and simple notation, of much perplexity. We may finally mention the most important and fearful objection, namely, What good does all talk and proof for the new system do, (so they say) if not all previous masterpieces shall be lost to us? We must learn the old Notation, and now besides that the new, and so we must learn more!

And why not? Do we not learn several languages in order to read works in other languages? Do we not translate for those who do not understand foreign languages, the best works? Have we not translated musical compositions, whole operas, Oratories for the Piano? And do we not change and alter and improve daily the old Notation? Do we not banish more and more Clefs? Is not the discant Clef Alto and Tenor Clef almost entirely ceased and superseded by the Treble Clef? Many modern singers don't know the discant Clef, and cannot read pieces written in that Clef, and must after learn it, if they wish to perform such a composition. Six hundred years has music been written by Neumens; they were in general use, and are gone long ago. We have had in musical Notation the worm, then the caterpillar, and now the butterfly is come out, but he has found a cold climate; a very icy breath touches him from every direction, and uselessly he tries to put his wings in motion to fly amusingly up. Whether he will ever succeed, I don't know, but I say according to my present knowledge of the subject, he deserves it, it is to be hoped that he may. It is a pity that the new system is not already in full operation, and that we must still teach the old! How much easier would the pupils make a quick progress in composition than now? But

even for the old theory, much may be gained if one would make use of the discoveries to which the new doctrine leads.

J. C. LOBE.

This remarkable document is certainly an iron monument to Prof. Von Heeringen, as Lobe is one of the best authorities, and it affected the opposition like an electric machine.—*Exchange Paper.*

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY DOLLARS.

1. The self-reporting system.
2. Untruthfulness in schools — its preventive and remedy.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY DOLLARS.

1. Easy methods of instruction.
2. Motives to be urged in the business of education.

The Essays must be forwarded to the Secretary, Chas. J. Capen Esq., Latin School, Boston, on or before the fifteenth of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 9.] JOHN KNEELAND, Editor of this Number. [September, 1854.

AMERICAN INSTITUTE OF INSTRUCTION.

The meeting of the American Institute of Instruction, of which we give an extended account in this number, was one of the most successful ever held by that body. Nearly two thousand teachers, and friends of education from different parts of our country, mostly, however, from New England, were present; and among these, were some of the most distinguished educators in the land. We doubt if a larger company of teachers ever assembled in this country; and rarely is it that an association of any kind brings together so many individuals, noted for their ability, intelligence, and earnestness.

The lectures delivered during the session were of the highest order. The Introductory, by Dr. Wayland, detailed the progress of education during the last quarter of a century, and indicated the direction of its progress in future. It was characterized by that complete knowledge of facts, philosophical analysis, clearness of illustration, and aptness of expression, for which he is so distinguished, and was listened to with marked attention. It received much praise, and will, we believe, do great good. The Rev. Mr. Huntington's lecture was mostly a comparison between uneducated and educated individuals and communities, for the purpose of showing the development of a love of Beauty. It was well written, and happily delivered. The lecture of Mr. Smith was a fine, scholarly production. It evinced a thorough knowledge of the subject, and a warm love of all the works of genius. We heard this lecture highly praised by those whose commendations are not easily won. Dr. Beecher's lecture was philosophical, forcible, and eloquent; Dr. Hooker's, illustrative and practical. Mr. Sumner's was full of interesting facts and

observations relating to the state of education in some of the European countries. His language was elegant, and his manner of delivery graceful and winning. This instructive lecture was a most fitting close to the series, and like all the rest was marked by high thought and progressive aims.

There was not so much time for debate as usual, and, therefore, the discussions did not take so wide a range, nor call out so great a variety of talent, as on previous occasions. The remarks of Messrs. Hedges and Colburn upon teaching Arithmetic, and those of Mr. Edwards upon Geography, were eminently practical, and illustrative of the best methods of teaching. The most extended discussion was upon the resolutions referring to the murder of Prof. Butler. We have given full reports of the debates from the notes of the phonographic reporter, Mr. Thompson, of Providence. Of the lectures, we give but slight sketches, as they will, undoubtedly, be published, in full, in the Society's volume of Transactions.

The exercises of the meetings were enlivened by music from a choir under the direction of Mr. Charles M. Clark. They performed with skill and taste, and contributed much to the interest of the occasion. Each performance received unmistakable tokens of the gratification it afforded.

We cannot close this sketch, without noticing the unbounded generosity of the good people of Providence. They received us with open homes and hearts. One thousand guests were the recipients of their hospitality, and yet there was room. The Library and Cabinet of Brown University, the Athenæum, and the various Reading Rooms of the city were thrown open to us, and were visited by hundreds. Nothing that could administer to our comfort and gratification was left undone. The liberal entertainment on Tuesday afternoon, and the excursion down the Bay on Thursday evening, were only the public manifestations of that generosity which each one was enjoying in the homes of the citizens. Through the indefatigable exertions of John Kingsbury, Esq., of Providence, every arrangement was made for the meetings, every convenience supplied, and all without expense to the Association.

The Institute has always been received as an honored guest, wherever it has gone. It never has complained of coldness on the part of those it has visited. But never, it seems to us, has it been received with such universal favor, and such substantial tokens of good-will as now. Perhaps it was this open-hearted reception, that gave to this meeting a charm, almost beyond anything experienced before. Sure are we, that, in the minds of the members of the Institute, the goodly city of Roger Williams will be associated with all that is warm-hearted and hospitable.

PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION.

TWENTY-FIFTH Annual Meeting, holden in the Central Railroad Hall, Providence, R. I., Aug. 8th, 9th and 10th.

TUESDAY, AUG. 8TH., 10 O'CLOCK, A. M.

The President of the Institute, Thomas Sherwin, Esq., of Boston, Mass., called the Institute to order and addressed those present as follows: —

Gentlemen of the American Institute of Instruction; — We meet this day under cheering and happy auspices. Many, indeed, of our original members, having done their work on earth, have passed away to receive their reward. The lapse of twenty-four years, since we commenced, has blanched the locks of many among us; but we trust it has not deadened our zeal, or abated our earnestness and interest in the holy cause of education.

We come together at this time to cheer each other on in the work; to shake off the dust of apathy, if unhappily any may have fallen upon us; to hearken to lessons of wisdom from lips abundantly able to impart it; to learn our errors and the means of correcting them; to ascertain the cause of our past failures; and to learn the secret of success in the future. We hope also to hear something of the condition and prospects of education in various parts of our own country, and in other lands which, though subject to foreign rule, have our hearty sympathy in every thing that tends to enlighten, elevate, and refine human character.

The great safeguard of our own stability as a nation, and of our success and respectability as individuals, is culture — intellectual and moral; and what we most prize as essential to our *own* welfare, we hope to see enjoyed by the whole world. Miserable indeed is the Government whose safety is based on the ignorance and superstition of the million; but no tyrant, whether monarchical or democratic, can long oppress a land in which the youth are well educated, and in which the masses read, think, inquire, and form opinions based upon their own investigations.

Many, who are now earnestly engaged in promoting education in the great and rapidly growing West, and in the sunny climes of the South, went out from our own New England. *This* is the home of their childhood, the scene of their early joys and sorrows, of their struggles and successes. We trust that they have not forgotten to come up to this jubilee to tell us how the germs of knowledge flourish under their culture.

Our hearts are gladdened by the presence of so large a number of ladies. Constituting, as they do, a large proportion of

our teachers, the interest which they manifest in their work is no unimportant item in the world's progress. They cannot, indeed, under the present order of things, become presidents of the United States, or judges of the Supreme Court; but they may materially assist in *raising* up presidents who shall be wise and patriotic, and judges who shall be incorruptible and who shall decide according to the immutable laws of justice and right.

We invite and welcome to our meetings all who wish to participate with us. We trust that our deliberations will be characterized by courtesy, harmony, and kind feeling, and that each one of us may be enabled to gather up some new element of success, and gain some accretion of strength and alacrity to prosecute more successfully the work to which we have devoted our lives.

John Kingsbury, Esq., of Providence, R. I., rose and said: — Mr. President, the pleasing duty devolves upon me to welcome you, and these strangers to the State of Rhode Island and Providence Plantations. Deputed by a committee of the Rhode Island Institute of Instruction whose name was borrowed in part from your own, sir, — the Society under whose auspices the arrangements for this meeting have been made, — I tender to you their most cordial welcome.

We remember the meeting which you held here fourteen years ago, the happy influence of which is still felt throughout this City and State. We have evidence of this in the assembly which you behold before you this morning. We feel it to be a compliment, sir, that you have selected this city as the place for our Twenty-fifth Annual Meeting, — our Quarter of a Century celebration. It gives us great pleasure to meet gentlemen on the present occasion who were with us twenty-five years since, when this society was organized. We trust that the blessings which will be conferred by this meeting, and the results which will be attained, cannot be measured in a long series of years, perhaps not this side of the limits of time. Permit me, then, to welcome you and this Institute to our hearts and homes.

Elisha R. Potter, Esq., Superintendent of Public Schools in Rhode Island, addressed the Institute as follows: — Mr. President, — I am happy, sir, to have the pleasure of welcoming you to this city in behalf of the teachers of the Public Schools of the State of Rhode Island as their official Representative. Your last meeting here, sir, was the means, as the gentleman who previously spoke has remarked, of doing us a great deal of good. We hope we shall be able to give you a good account of what has been done since; we hope we shall be able to show that we have made some progress in our State; we hope that the present gathering will be the means of stirring up effort in future. In behalf, then, of the Teachers of the Public Schools of their State I give you a most cordial welcome to Rhode Island.

Professor William Gammell spoke as follows: — Mr. President, it becomes my duty, in behalf of the School Committee of the City of Providence, to express to you their pleasure in meeting you on this occasion. When it was first proposed to invite the American Institute of Instruction to hold their next Annual Meeting in this place, the School Committee instructed their Superintendent, together with the Members of the Institute, and friends of education here, to make the requisite preparations for this meeting; and, sir, we have dismissed our public schools one week earlier than our usual time, in order to give our teachers an opportunity to mingle in the deliberations and share the benefits of your meeting. They are here to-day, and with them the friends of education in this city, the guardians of our public education, the citizens of Providence of all degrees and orders, to sympathize with the objects for which you have assembled, and to lend whatever aid may be in their power. We remember that our early instructors have been with you from the beginning of this Society. We are by no means indifferent to any interests which it is the duty of this city to promote. We claim to have done something, — at least, to have attempted something, — in the way of rearing a fabric of education that shall be honorable to this city, and in accordance with the high standard of education throughout New England. To all our institutions, sir, we are most happy to welcome and to introduce the members of this Institute; and we wish you all to feel, sir, while you are here, that you are in a community made up of the friends of education, — of brethren and fellow-laborers in the promotion of the objects for which you are organized; and, sir, we wish you every benefit and every pleasure in this meeting; while for ourselves we hope to share in this pleasure, and to receive this benefit, and to behold it distributed throughout the community.

Rev. Dr. Caswell, of Brown University, next addressed the Institute.

Mr. President, — The Committee of Arrangements, for this occasion, have requested me to represent, in some sort, the interests and sentiments of the University of this City. I think, sir, that it would have been more judicious for them to have called upon him who is at the head of that University. He would have made a more magnificent speech than I possibly can. You will not, at all events, expect me to make such a speech as he will deliver by and by. I come to represent the interests of the University, and to assure the ladies and gentlemen engaged in the very honorable and most useful profession of teaching, that, so far as I know, every member of the University sympathizes with every teacher here present, and that every member of that institution holds in the highest

estimation the labors of every public school teacher throughout the land.

I was reading, a short time since, in one of the New York papers, an intelligent letter from Genoa. I thought that that letter alluded most aptly to our beautiful system of Common School Education. It showed the immense difference between the characters of a people educated as our own are, and as the masses seem to be, in the Papal States. The purport of that letter was, that there exists a most determined hostility in the Papal States to the introduction of railroads and electric telegraphs. There had been a great deal of sickness, and the vine had been blasted for two years; and the common people could not be made to believe that this was owing to anything else than the introduction of railroads and the electric telegraph. This view of matters was so fixed in their minds that the common people took active measures to break up the roads and obstruct the progress of public improvements, so that the Government, in order to allay animosity, have instructed the priests and local authorities to teach the people that the prevalence of cholera and the blight of the vine is not owing to the introduction of the telegraph and iron roads. What a pity it is that the schoolmaster and schoolmistress have not been abroad in that land for the last three centuries! If they had discharged their duty there for the last three centuries as they have here for the last two, there would have been no occasion in the nineteenth century to instruct the people that railroads do not necessarily produce a blighting of the vines.

We are interested, Mr. President, in another point of view. I speak now in behalf of the Members of the University. Education is progressive. I think it has been said by very wise men and by wise mothers, that the most important instruction given is that given in the nursery; next, that given in the Primary Schools; and so on, till you arrive at the University, where, if the students have been well taught previously, it does not make so much difference what instruction they receive, they will carry on the work themselves; they get to be master workmen, and know how to build themselves, so that, in proportion as the work is well done in the beginning, our labors are greatly facilitated. I think, judging from an experience of thirty years in the business of Education, that in no one thing have we improved more than in the character of our elementary and higher schools. The work seems to have been begun judiciously, and much, I think, is owing to the labors of this Institute. I speak of this disinterestedly, because I have not acted with you, except by sympathy. I think that much has been done by this Institute in diffusing true methods of procedure, and in elevating the character of teaching as a profession, for it has now become

distinguished, and can never be otherwise, until the people retrograde, and are recreant, I may say to their truest and highest interests. You are teaching the young how to become educators, and the generations next following will be blessed by your labors, and the fruits will be seen in a broad, wide-spread diffusion of knowledge, making men and women of whom the greatest nation on earth may well be proud. I welcome you most heartily in behalf of the University of this City, and to all the immunities and privileges thereof.

At the conclusion of this address, the President of the Institute briefly responded:

Gentlemen, — You have addressed the Institute through the chair on the part of the people, the Teachers of Rhode Island, the School Committee of this city, and on the part of the justly celebrated University established here. I simply remark that, when the heart is full, sentiments may exist, but words often fail. Please, for the present, receive for yourselves and for those several bodies whom you represent, the hearty thanks of this Institute.

A prayer was then offered by Rev. Samuel Wolcott, of Providence, R. I., after which,

The following hymn was sung by a choir of young ladies and gentlemen present, under the direction of Mr. Charles M. Clark: —

God of our fathers, to Thy throne
Our grateful songs we raise,
Thou art our God, and Thou alone —
Accept our humble praise.
Unnumbered benefits from Thee,
Are showered upon our land;
Behold! through all our coasts we see
The bounties of Thy hand.

Here, Lord, thy gospel's holy light
Is shed on all our hills;
And, like the rain and dews of night,
Celestial grace distils.
Still teach us Lord, Thy name to fear,
And still our guardian be;
O, let our children's children here
Forever worship Thee.

Mr. John Kneeland of Dorchester, Mass., was appointed Assistant Secretary, on account of the onerous duties of the Secretary of the Institute.

The President then introduced to the audience the Rev. Dr. Wayland, President of Brown University, who, after alluding to

the fact that it was his privilege to deliver the Introductory Address before the Institute, at its first meeting, twenty-four years ago, went on to speak of the changes which had taken place in our system of education since then. These changes indicated progress. He mentioned as improvements, the gradation of schools, the appointment of a larger proportion of female teachers, the employment of superintendents, the methods of teaching, the change in our School Houses, Normal Schools, Teachers' Institutes and Associations, &c. He then proceeded to show what progress might still be made. Enumerating the faculties of the mind, he contended that our modes of educating should conform to them; that the perceptive faculties and memory should be cultivated in early childhood, and the reasoning at a later period. He exhorted all to address themselves with renewed zeal to their work, remembering that much of the weal and woe of the next generation depends upon them.

At the conclusion of Dr. Wayland's address, Geo. B. Emerson Esq. of Boston, Mass. rose and said: — Mr. President, — I desire to thank the Gentleman who has just given us a discourse so full of wise suggestions. Certainly no man living could be more suitably selected to give instructions to such a body of teachers as this. I remember sir, and *you* remember, the time when this Institution was an untried experiment. Then, when a few assembled to make an effort to build up the cause of education among the teachers themselves, we looked around to see who could help us most, and we fixed our eyes on Dr. Wayland. Who has a better right *now* to give us instructions than he who, twenty-five years ago, gave the best lesson to teachers that has ever been imparted? I have never heard or read a discourse which moved me so deeply or affected me so much as did the discourse originally delivered as the Introductory Address before this Institute at its first meeting, in Boston.

Allow me, Mr. President, although it may be a little out of season, to allude to the welcome we have received in this hall. With a distinct recollection of the kind manner in which we were received many years ago, I am not disappointed at this reception. I am exceedingly delighted, moved, and gratified. The gentleman who has welcomed us on behalf of the committee of arrangements, is the very man who has a right to welcome such an Institution; and who, I may ask, has better right than the School Committee of Providence, which has for so many years been doing so much for education, in building up public Schools and rendering not merely property more valuable, but life itself safer and dearer? Sir, I venture to say that there is not a man or woman who breathes God's air in this atmosphere of liberty, who does not think life infinitely more

precious now that they may send their children to the best schools, provided at the public expense, in the liberal manner in which they are maintained in the city of Providence. Who, sir, has a better right to welcome us than that gentleman, the successor of Henry Barnard, whom Pres. Wayland characterized as a man going about doing good, and carrying the elements of education into every village of this little State? Who has a right, if not the gentlemen connected with Brown University to welcome us, an Institution which has been rising educationally ever since we have had our eyes upon it, and the head of which has never for a moment from the beginning of our existence as an Institution to the present hour, looked down upon us, but has considered it a worthy act, a noble work to come forward and help us, urging us on by his example, pointing out the great work we have to do and how it is to be done? These are the men by whom, and this is the place where we delight to be welcomed. From my heart I thank these gentlemen; I thank the people who have delegated the right to greet us to persons so suitable.

I would move, sir, that the thanks of this Institution be presented to Dr. Wayland for this able and instructive address, that a copy be requested for publication, and that if the request be granted, 10,000 copies be printed for general distribution.

Dr. Hooker, of Yale College, rose and said: Mr. President, I cannot repress my feelings in regard to the very generous welcome which has been given us by the gentlemen who have had the management of the arrangements on this occasion, in the city of Providence. My connection with this Institute dates but one year back. I went into the meeting in New Haven intending to make only a single visit, but after once having entered, I could not withhold my attendance during the whole of its sessions; for the interest which I felt in the discussions on that occasion was of such a depth that I could not possibly stay away. A beautiful feature of this Association is, that men and women can gather here from all parts of our country, and as a subject is presented, one thinks "those are precisely my views, I have thought out precisely the same truths, from my experience in the school-room, I have arrived at the same results." I was led to this thought on hearing President Wayland descant upon the proper mode of education. His views and mine so exactly coincide, — for I have been engaged in preparing an address for this occasion, — that, though I can hardly say that he has taken the wind out of my sails, I can say that he has taken views of the subject of education similar to mine, though I looked at the subject from a different standpoint. He is President of a College, I am but a humble

laborer in the cause. I cannot take so large a view, but, so far as I have been permitted to survey the same ground, our views are entirely coincident. I repeat that this is a delightful feature that, mind answers to mind; we do come to common results in our experience and education, and it is pleasant thus to come together, and awaken an interest in each other's minds on this important subject. Dr. Hooker was followed by

Mr. John D. Philbrick, of New Britain, Conn. I rise, sir, to second the motion made by the distinguished gentleman from Boston, and I do it, sir, with pride and satisfaction. I have a personal interest in this matter. In the State of Connecticut it is a day of effort, and I may say a day of some degree of progress. As I listened to this address, I thought that if I could take it in my hand and traverse the state of Connecticut, and put it in the hands of the most intelligent people, it would produce a more powerful effect in promoting progress there than any means I can now think of. The gentleman on my left, who has just taken his seat, has alluded to the discourse delivered before this Institute at its first meeting. I have read that discourse, recently, with most intense pleasure and with great profit, and I would express my entire approbation of the praise which has been bestowed upon that production. I regard this opportunity of listening to this address as really an event in my life, and I would say to my younger brethren that, if they shall live a quarter of a century longer, they will look back upon this day as an event in their lives worthy of special remembrance.

Mr. Emerson's motion was carried unanimously.

Voted, upon motion of Mr. John Batchelder, of Lynn, that the Local Committee, Messrs. Kingsbury and Green, be appointed a Business Committee.

The President then read a note from the Vice President of the Providence Athenæum, tendering in behalf of the Directors of that Institution an invitation to visit the Athenæum, and also offering the use of the Library during the sessions of the Institute; also, a letter from Mr. R. A. Guild, in behalf of the officers of Brown University, inviting the members of the Institute to visit the Library and Cabinet of that Institution.

On motion of Mr. Gideon F. Thayer, of Boston, it was voted that these invitations be accepted, and that the thanks of the Institute be presented to the Directors of the Providence Athenæum and to the officers of Brown University for their kindness and courtesy.

Mr. Batchelder, of Lynn, after stating that it had been usual on these occasions for a large number of gentlemen from other States to come to this Association for teachers, and also that it is usual for many teachers to assemble here in expectation of hearing of situations, moved the appointment of a Committee to

receive the applications of gentlemen wishing to employ teachers, and also of applicants for situations as teachers. Voted, that the Committee consist of Messrs. John Batchelder, of Lynn, William H. Wells, of Newburyport, and Daniel Leach, of Roxbury.

On motion of Mr. William D. Swan, of Boston, it was voted, that a Committee of five be appointed to nominate a list of officers for the ensuing year. The following Committee was appointed by the Chair, Mr. William D. Swan, of Boston, Rev. Dr. Woods, of Providence, Professor E. A. Andrews, of New Britain, Connecticut, W. Hooker, M. D., of Yale College, and Nathan Metcalf, of Boston.

The President cordially invited all to be present at the Social Gathering at 4 o'clock in the afternoon.

The meeting was adjourned at 12 3-4 o'clock, to assemble again at 4 o'clock, P. M.

Tuesday Afternoon, 4 o'clock, P. M.

A large number of people assembled to enjoy a social interview. The hall was filled to overflowing. The seats upon the sides of the hall were alone allowed to remain, and there was an unrestrained and hearty interchange of good wishes, and cheerfully encouraging sentiments.

About 5 o'clock, the doors of the adjoining hall were thrown open to the company, that they might enjoy a rich and bountiful collation provided by the Committee of Arrangements. Expressions of delight and satisfaction were heard on every side, and ample justice was done to the delicacies upon the well loaded tables.

After the repast was over, the company again assembled in the Central Hall. The meeting was called to order by the President, and Rev. Dr. Caswell, of Brown University, was invited to take the chair.

Dr. Caswell regretted that a more expert presiding officer had not been chosen. He was proud to be present on such an occasion. He never had been present at any social festival which he looked upon with more pride than the present. We come now to listen to the instruction of venerable, wise, and he would add witty men. This is what might, and he believed had been called the "feast of reason and the flow of soul." The soul had flowed somewhat, and the reason was to come. He had been furnished with several sentiments for the occasion, which he believed would be responded to with great interest and effect. First then he would give,

The Fathers of the American Institute of Instruction.—When the elders stand up in the gates, let the young men and maidens learn wisdom.

Mr. George B. Emerson, of Boston, responded to this sentiment. He could not tell what right the President had to call upon him to make a speech. He came here on the condition that he should not be expected to make a speech, and was not prepared. He wished he had an extemporaneous speech in his pocket. He was exceedingly gratified and delighted with this entertainment, and though unprepared, he would not let the occasion go without saying a word of cheer to his brethren and sisters present. He alluded happily to the words of wisdom, which the audience had heard from Dr. Wayland in the morning, and drew a pleasing contrast between former meetings and the present. There was much to encourage in those, but now there was much more enthusiasm and interest. He spoke of the qualifications of teachers, and argued that they should be prepared to teach those things which people most wished to know; and this in order to best prepare those taught for the duties of life. "We have formerly doubted," said the speaker, "whether our occupation as teachers was as respectable as it should be; we can doubt no longer. Teachers now have as fully the sympathy, and, if we deserve it, the respect of the community, as those who occupy any position in life." He spoke of the fact that it was the teacher's business to form the mind, heart, soul, and character of immortal beings. Every teacher knows by this time that he can teach only what is in him. He cannot mould a noble mind, unless he has something noble in himself. He illustrated these points further by alluding to the great battle of life, which each individual has to fight, with pride and selfishness within, and urged the necessity of being moved by something higher than selfish motives, in order to make the best impression on the characters of those committed to their charge. The teacher's work is of great consequence. The soul of one child, whatever may be its position in life, is of infinite worth; said the Saviour, "Inasmuch as ye have done it unto the *least* of these, my brethren, ye have done it unto *me*." He remarked, in conclusion, that the teacher was in much danger of the loss of the great and peculiar christian spirit of humility. He warned teachers against this. He was aware that he had touched upon points almost too grave for the occasion, but these sentiments lay at the bottom of his heart, "and you, sir," turning to the President, "compelled me to speak."

The following sentiment was then read by the Chair.

Massachusetts, the Noble Mother of Common Schools. — Prophets, she hath not, but she can boast of her *Seers*.

Rev. Dr. Sears, Secretary of the Massachusetts Board of Education, upon being introduced, pleaded a recent journey for his health, as a reason for being excused from responding for Massa-

chusetts. He should like to call out an able-bodied friend, if he had not been otherwise appropriated for the City of Boston. He thought that this was a social meeting for cultivating the *social affections;* perhaps he might feel inclined to present some illustrations on this point, in the course of his remarks. It was proper that those who constitute the great body of our teachers, should have every opportunity of exerting their influence in a social way. I believe, said he, that wherever the experiment has been tried, the stronger sex, as they vainly call themselves, have succeeded in managing these popular assemblies; but, when the weaker sex, falsely so called, have been permitted to resort to social influence, *we* are conquered. This is our experience in Massachusetts. The speaker alluded to the trial of the benefits of this system of education in the West. It was thought desirable that the social affections, as well as others, should be cultivated. Therefore, two ladies were selected and carried to Cincinnati, Ohio, to teach. Within two weeks these two individuals did cultivate the social affections with success. He could not trust himself on a subject so affecting; as he expected, he perceived a widely extended sympathy.

In a single word, to be more serious, he would express a heartfelt joy on this occasion, not merely because the teachers of this and some of the adjoining States seem to take an interest in these meetings, but because it was a fair index of the sentiments of the public at large, in regard to the great matter of popular education. We were living in an atmosphere of education. We are influenced by society around us; by the families to which we belong, the books we read, and the company we keep; and the schools are indebted to these external influences. He did not mean that the schools had not exerted their legitimate influence; or that this Institute had not contributed its full share in the creation of public sentiment. He *did* mean that there is a public influence, a public mind, a spirit of State and national respect, which we all feel and breathe, and in consequence of which, we are enabled to accomplish what we do.

He would be happy to give way now to that able-bodied friend he had referred to.

The following sentiment was next given by the Chairman:

The City of Boston:— She has lengthened her cords, and strengthened her stakes, and enlarged her borders; and she has many flocks, and her *Bishop* feeds them.

To this, Mr. Nathan Bishop, Superintendent of the Public Schools of Boston, responded.

He had heard it said that the student always carries with him his college habits; and, of course, the President, being his former professor, would not expect him to be "prepared." He felt

an embarrassment of another character. He was called to speak in behalf of Boston Schools, which were far better known than himself. His position reminded him of the condition of Barry Cornwall, who edited an edition of Ben Johnson. Blackwood spoke of it in this way: "Ben Johnson, edited by Barry Cornwall; An Eagle heralded by a Wren."

He said that Boston schools were not institutions of yesterday. In her Latin school you will see upon the wall "1635," as the date when that school was founded. These schools, which have for two hundred years been expanding, embrace within their folds 23,000 pupils; a larger proportion of the population in the public schools, than in any city in the United States. These schools have exerted a marked effect upon the population of Boston. The public sentiment to which the gentleman had alluded, worked, he believed, in a circle. The school creates the sentiment, and the public sentiment sustains the school, and so on. Such has been the characteristic of Boston schools for two hundred years; and she now bears the standard of public education a little in advance of any city in the Union. He did not utter this as a boast. Boston ought to have the best schools; she expends more money in proportion to her population, than any city in the country. Though her schools were not so *much* better as they have been represented, yet it was sufficient for any city to have borne the standard of education forward, so that it is a point at which other cities shall aim. He would say that the teachers of Boston feel that their schools are far behind the excellence that their minds have conceived. They do not dream that they have reached the highest point. The speaker alluded briefly to the advantage to Boston of her public schools in pecuniary point of view; yet he considered this the smallest feature in the subject. He looked with interest upon every measure proposed and carried into effect in this city; for, said he, none can look at the reports of Providence Schools, without being instructed and directed in the cause of public education."

The President then gave —

The Cultivation of Music: — The great promoter of harmony in schools.

To this sentiment, Mr. Charles M. Clark, with his choir responded, to the great delight of all present.

The Chair gave the following at the conclusion of this enlivening music: —

The *teacher* and *preacher*, whose name is *Beecher*.

This called out Dr. Edward Beecher, of Boston, who spoke principally to the first part of the sentiment.

He pointed out the intimate relation that existed between the teacher and preacher. He showed that the origin of public schools was in the desire of our forefathers to secure to their

children an enlightened religious education, and to keep them from the danger of being turned aside into error through ignorance. He alluded to the progress which had been made, and drew a glowing picture of future advancement.

The speaker dwelt forcibly and pointedly upon those topics which we have barely hinted at; and we wish that space would permit us to give his remarks more fully.

The President next gave,

The *green leaf* of Algebra.

Mr. Benjamin Greenleaf, of Bradford, of algebraic and arithmetical notoriety was introduced by the Chairman.

He was happy to subscribe to the sentiments of the previous speaker. There were very few good teachers. There are those that do pretty well. Good school-masters and mistresses should love the business. He drew a graphic picture of his school days. He spoke of the importance of punctuality and promptness on the part of the teacher. He had heard it disputed which was the more important, a good teacher or a good preacher. "Give me," said he, "a good teacher, and we shall have a good preacher." He felt that his *leaf* was almost withered; did not know as he should meet with the Institute again. If his life was spared, he would try; that word *try* was the best word in the language.

Another inspiring song was sung by the choir. After this, the Chairman offered one more sentiment,

The Claims of Education upon the Cultivation of Natural Science, as shown by the judicious *Hooker*.

W. Hooker, M. D., of Yale College, responded to this sentiment.

He alluded to the opening remarks of the Chairman, that he should call upon certain venerable, learned, and witty individuals; and as he had neither learning nor wit, he would in virtue of the title given him in the morning (Rev. Dr.) act the venerable. It gave him very great pleasure to be present on this occasion, yet this could not be the *end*. Great results must flow from such a gathering. He gave a pleasing illustration of the exercise of the social affections to match the anecdote of Dr. Sears. In conclusion he would offer this sentiment,

The Divorce between the School, Family, and Society, — Let that be annulled.

The exercises were concluded by singing from the choir. The President of the Institute thanked the audience for their kind attention during this long session, and hoped this was only the beginning of even better meetings.

SECOND DAY.

Morning Session, Wednesday, Aug. 9.

The Institute was called to order by the President, at 9½ o'clock. Prayer was offered by Rev. J. N. Granger, of Providence. The Report of the Board of Directors, for the last year was read by the President and accepted.

The Committee on Nominations made their report, which was accepted, and the election of officers was made the first business for the afternoon session. The Committee were ordered to obtain printed ballots.

A note was read by the President, from Rev. Charles H. Pierson, in behalf of the Board of Managers of the Young Men's Christian Association, inviting the members of the Institute to visit the rooms of the Association, at No. 56 Broad street, opposite the Arcade.

Messrs. Gage, of West Roxbury, and Putnam, of Boston, were appointed a committee to conduct the ladies to seats.

At ten o'clock, the President then introduced the Rev. E. B. Huntington, of Waterbury, Connnecticut, who proceeded to deliver a lecture upon the Æsthetics of Education. The result of education he declared to be to produce a beautiful character in a beautiful world. Education is therefore an æsthetic work. The beauty of God, which is seen in the sky above us, and on the earth beneath us, is not to be lost sight of in educating the human race. The ideas of a rude and uncultivated people are in complete contrast to those of an educated people, and the influence of beauty upon the latter is seen in their dress, their manner of living, their houses, their vehicles, &c. Education aims at the soul of man. It uproots all unloveliness. Nothing is so ugly as sin. Education, moral training, and the grace of God make the soul glow with the highest beauty. When that is attained throughout the world, then will the desert rejoice and blossom as the rose.

At the conclusion of this address, the President announced a song from the Choir, as an illustration of the most eloquent language of Æsthetic culture.

At 11½ o'clock a discussion was held on the subject of Arithmetic; and Mr. Nathan Hodges, of New Jersey, and Dana P. Colburn, of Providence, addressed the audience on that subject, according to appointment, by the Committee of Arrangements of the Institute. The remarks of these gentlemen will probably appear in the next number of the *Teacher*.

When Mr. Colburn had concluded, a letter was read from Mr. H. T. Beckwith, Secretary of the Rhode Island Historical

Society, inviting the members of the Institute to visit the rooms of the Historical Society.

A letter was also read from Hon. Horace Mann, of Yellow Springs, Ohio, stating his regret at not being able to be present with the Institute, on account of other engagements.

Voted to adjourn until 2½, P. M.

AFTERNOON SESSION.

Vice President Kingsbury, at the appointed hour, called the meeting to order.

On motion of Mr. Kingsbury, the President in the chair, it was voted to postpone the election of officers until 9 o'clock to-morrow morning.

At 3 P. M., the President introduced Mr. Elbridge Smith, principal of the High School, Cambridge, Mass., who addressed the audience upon "The Claims of Classical Culture upon the attention of American Teachers and American Schools."

He did not limit the term "Classics" to the literature of Greece and Rome; but embraced in it all the productions of genius, of whatever nation. We have in our own tongue some of the highest efforts of genius. These are most worthy of study. It is impossible to get a just idea of a writer from extracts. His works should be read as a whole. In our higher schools reading books should be thrown aside, and some author taken up and properly read and studied. He who has imbibed the spirit of the poets, orators, and historians of our language, is a classical scholar in the best sense of that term. The evils of the literature, sometimes called the "Satanic" were portrayed. He closed by alluding to the Bible, as the greatest of Classics, and most worthy to be studied in all our schools.

When Mr. Smith had concluded, the Institute was again favored with music by the choir:

Mr. Gideon F. Thayer of Boston then rose and said: — Mr. President, within a few months, one who has done much good in the cause of education has passed from our midst. A gentleman who knew him well intended to be present to offer some remarks upon his life and character, but was unavoidably detained away. As he is not here, deeming it highly proper that some notice should be taken of the life of the good departed, I shall venture to add a word in presenting the resolutions which I have to offer. I allude, sir, to Mr. Josiah Holbrook, one of the founders of this Institute, and not only so, sir, but an individual among the first to introduce the use of apparatus into our Common Schools. As his means would not permit him to provide apparatus himself except upon a small scale, he was under the necessity of receiving aid from his friends for

the accomplishment of his worthy object. He was a man who literally went about New England doing good to our cause. Possessing but feeble bodily powers, he had a large heart, and was a true philanthropist. There are those present who know more of the life and services of Mr. Holbrook than I do. It is true, I had the pleasure of his acquaintance, and often stood with him in the early days of the Institute, and perhaps five years before, yet I will offer these resolutions and leave it for others to say what may be proper to the occasion. He was a fair example of what a man with right purposes, steady aims, and a determination to effect a good object, might do with but limited means, a modest demeanor, a retiring nature, and nothing to lure him on but the fixed purpose of benefiting his race.

Whereas, since the last annual meeting of the Institute, our associate and esteemed friend, Josiah Holbrook, has been removed by death from the scene of his earthly labors; therefore,

Resolved, That as lovers of science, of human progress, and of man, we, the members of the American Institute of Instruction, lament the loss to the world of JOSIAH HOLBROOK, one of the original members of the Institute.

Resolved, That in the example of Mr. Holbrook, the young teacher is taught that energy, devotion to duty, and perseverance, will accomplish every reasonable object at which the mind may aim; that a resolute will and fixedness of purpose to one end, ever secure eventual success.

Resolved, That our whole community owes a debt of lasting gratitude to the deceased, as having been the father of the system of Lyceums, by which a taste for science has been excited, and the young of our cities and villages been allured from frivolous, if not hurtful, pleasures, and instructed in subjects which enlarge, elevate, and improve the mind and heart.

Resolved, That as teachers and friends of Common School education, we hold in grateful remembrance the life and labors of Josiah Holbrook, who was among the first to introduce into our schools the use of apparatus for the illustration of science, and to recommend the collecting of geological specimens, to excite in the young an interest in the formation of the material world.

Resolved, That we sincerely sympathize with the bereaved family of the deceased in their affliction, and trust that the remembrance of his useful life and beneficial efforts for the universal improvement of man, will abide with them to assuage their griefs.

Resolved, That these resolutions be entered on the Records of the Institute, and that a copy of them, signed by the President and Recording Secretary, be transmitted to the family of the deceased.

Mr. Greenleaf of Bradford, rose, and bore testimony to the abundant labors of Mr. Holbrook. He spoke of him as the father of Lyceums. He heartily concurred in the resolutions and moved their adoption.

Mr. Greenleaf of Brooklyn, N. Y., said:

Mr. President, — I did not intend to say anything in these meetings. I speak now out of respect to our departed friend. I confess here, sir, that if I know anything about teaching, or have any love for natural science, I owe it in a great measure to the efforts of Josiah Holbrook. If this audience is entertained, instructed and pleased to-day, they must all bear a portion of the debt of gratitude due to that man. After holding conventions in the different counties of the State, he said to me, personally, " Why not go up to the Capitol, and call the teachers from all parts of New England *there?*" He did call them there, and the result of his efforts you behold this day.

There is another point to which I will allude. He was not ashamed to do good. He had neither wealth nor mental discipline to any great extent, but he had a love for doing good. He would explain to children, by means of specimens, the nature of minerals, and with apparatus that did not cost eighteen pence he would show the arrangement of our planetary system. Such was Josiah Holbrook. He has gone to his rest. Peace be to his ashes, and honor to his memory.

Mr. Zalmon Richards, of Washington, D. C., bore testimony to Mr. Holbrook's well-earned reputation for untiring industry and indefatigable zeal in the cause of education. In the city of Washington, where Mr. Holbrook had labored for the last few years, he was considered a virtuous and upright man, beloved by all who became familiarly acquainted with him.

The resolutions were unanimously adopted.

Mr. Zalmon P. Richards, of Washington, D. C., rose and said: Mr. President, — There is a subject which I should be very glad to bring before this Institute, and present a few resolutions in relation to it. We are all probably acquainted, more or less, with the circumstances which happened in the State of Kentucky during the last year, in relation to the murder of a member of our profession, and the trial of the murderer, resulting in his acquittal. This audience, however, may not be so generally interested in this matter as those of us who live a little further south. I have conversed with several persons here, however, who *are* deeply interested in this question, and I have

consulted with a number of those who are the true friends of this Institute, in relation to presenting some resolutions on this subject.

In New England you regard the teacher's occupation as a profession. You feel that you have taken a position which the community cannot drive you from, and which money cannot buy up; but, Mr. President, there are portions of our country where teachers do not feel thus; where they do not feel able to take their stand as professional men, where the profession, so far as it may be considered such there, is not esteemed as it is in New England. It was in consequence of this light esteem, that the trial of Matt. F. Ward resulted as it did. Such a result never could have taken place in happy New England; and those of us who are living and laboring in circumstances similar to those of our brother, Professor Butler, feel that we need something to awaken the interest of the people in behalf of teachers in that region of the country, so that we may feel safe in our school-rooms; that we may not dread the entering of our patrons with loaded pistols to shoot us down in the school-room, without provocation on our part. We feel that an expression of opinion here would do something towards correcting a wrong state of feeling in another portion of our country, and also that such an expression here would be grateful to the surviving friends and relatives of the deceased.

I learn that Professor Butler was a man who stood high in his profession, as far as it is considered such in the city of Louisville; that he was a man of estimable, irreproachable character, with whom a word of fault had not been found, even by those who thus went to the school-room and shot him dead. The circumstances connected with this affair, are, or ought to be, familiar to every teacher. Mr. Richards read the following resolutions, and moved their adoption:

Resolved, That this Institute regard the profession of teaching as second in importance to no other, and that those persons who engage in it with proper qualifications and spirit are deserving of all the honor and regard due to the other professions.

Resolved, That in the untimely death of Prof. H. W. G. Butler, of Louisville, Ky., by violent hands, the profession has lost one of its brightest ornaments, and that we deeply sympathize with the surviving relatives in their sad bereavement.

Resolved, That in the trial and acquittal of Matt. F. Ward, we believe that law and justice have been violated.

Resolved, That a copy of these resolutions be sent to the relatives of our lamented brother, and also to the Democrat and the Courier, of Louisville, for publication.

Mr. Gideon F. Thayer, of Boston, spoke as follows:

Mr. President, I arise, sir, to second the motion for the adoption of these resolutions. I think them very proper as coming from any collected body in New England. The popular

feeling is all right on one point; I allude not so much to the resolution which presupposes the respectability of the profession to which we belong, as to the sacredness of the teacher's office, which should secure him from outrage in the performance of his duties. I put it to any gentleman or lady, what would be your feelings if an individual should enter your school-room, and on your refusing to retire to a room apart from your scholars, demand an apology, and begin by insulting you in the presence of your pupils, and conclude by drawing a pistol and threatening to shoot you on the spot? These ideas need no enforcement, no illustration, no heightening of effect, of the picture already painted upon your imaginations, already too vivid, I trust, to admit of higher coloring. That act was an atrocity which New England never witnessed. I thank God that it is not in the capacity of a New England father or brother, not in wish or imagination, to go into one of our schools and attack with ferocity the teacher of brother or son; and, truly, as the gentleman who presented these resolutions has said, the trial and acquittal, if it may be called an acquittal, was such as could never have happened in the presence of any judicial tribunal of whatever department in a New England state. Here it may not be said that "Offence's gilded hand can shove by justice," for, every man, rich or poor, stands upon the same platform, judged by the same law, condemned by the same independent and high-minded juries. Would it were so in Kentucky! We should not now mourn the loss of one who was an ornament to his profession, a loving object to all his family, and a respected resident of Louisville. But the transaction is past; it has become a matter of history, of bloody, black, revolting history; and we stand thanking our Creator that he has placed us here, in so much better and happier circumstances; but we stand here still to express our abhorrence, our indignation at the act, and at its unrighteous judgment.

Mr. Greenleaf, of Bradford, supported the resolutions with much earnestness.

Mr. Anthony, of New York, followed in support of the resolutions. He had listened to the lectures that had been given before the Institute, and to the discussions which had taken place, with a great deal of pleasure. He had intended to remain silent; but the discussion of the resolutions had excited him. He would offer an amendment to the third resolution. He thought the word violated too tame, and he would substitute the word *outraged*. He believed that, as since the acquittal of Ward, the press had come forward so nobly to sustain the rights of humanity, if such a body as this should fail to lift up its voice in connection with theirs, the very "stones themselves would cry out."

Mr. Thomas Baker of Gloucester, remarked that scruples might arise in the minds of some respecting the character of Professor Butler. He would say a few words on that point. He knew that one of the best men that ever lived, a resident of Louisville, interested himself in raising a subscription to rear a monument to Professor Butler. Contributions had been taken up in the different schools for the purpose. All the children had freely contributed in sums of one dollar and upwards. This is one of the best evidences of his good character that we could have. We need not fear, he thought, to give our voice in favor of these resolutions. He only feared that they did not express enough. He believed that teachers in New England did have something of the same kind to fear. Not long since a teacher in the city of Boston, for doing his duty, was attacked in the streets, and threatened that he should pay for his conduct with his life or money. He believed it quite time, that an Institution like this should speak out in tones that cannot be misunderstood, that teachers, male and female, may be sustained in the discharge of their duty, and if they fail, that there is a tribunal before which they can be brought and the matter adjusted; but that violence in language or of any other kind was not to be tolerated in New England nor anywhere else.

Rev. Mr. Vail, of Westerly R. I., said:

Mr. President, I came to this Institute with the intention and expectation not to intrude my voice, or my opinion in any of the discussions that might come before it. I am very sorry to feel obliged to rise and offer one word that shall seem to be contrary to the general tone of sentiment which may exist, or appear to exist, in the minds of the members of this Institute. The general tone of feeling in New England, and I believe in the entire civilized world, so far as the tidings of that sad event have been carried, is but one, it is a sentiment of extreme distress, that so fearful a crime should have been enacted in the midst of a civilized community. But one feeling actuates the minds of reflecting and right-minded persons, and that is of earnest sympathy with the good man who came to the untimely end which has been referred to. But, sir, it is a question, while there is but one opinion among us on the subject of the cruelty, wickedness, and violence of the act which combined to send Professor Butler to an untimely grave, there is a question I say, whether it is altogether proper for a body constituted as this Institute is, and in view of the objects which thus it is designed to promote, to adopt these resolutions precisely as they are presented. The first of the series is a resolution on the part of the teachers themselves, or those who represent the profession of teachers, as to their estimated standing as a profession. Let me suggest here whether this

is altogether in good taste, and whether it will accomplish the object desired by this body to pronounce in regard to what estimate should be put upon the character of their own profession. The second resolution, which pronounces a eulogy upon the character of Professor Butler I would cheerfully vote for. The third, which pronounces upon the decision of the Hardin county jury, I think to be out of place. I do not think that the members of this Institute, taken as a body, are qualified to decide upon the correctness or incorrectness of the verdict brought in by that jury. We have seen a single statement of evidence — we have seen the newspaper reports on that subject; are we qualified to give a full and fair decision upon it. Is it not fair to presume that that jury, in looking at all their evidence, must have given their decision under the law, as unfolded by the counsel and judges?

Mr. President, I have read the account of that trial carefully. I have read the pleas of the several counsel engaged in it, and the impression upon my mind, distinctly is this, that a set of men, in pronouncing judgment upon that affair, are not to blame the jury for the decision brought in in that case, but they are to blame the law under which they acted. I find that the law presented before that jury has been the common law of the state, which has allowed men to be acquitted on the charge of murder in precisely such circumstances as we are considering. I feel, sir, that the blame lies upon the law. I feel, sir, that the fault arises in that false opinion of the people of the whole community in regard to what is the correct principle of self-defence; that there is an error in the whole question which touches the relations of man to man, the protection of the lives of men, and in what is supposed to be an insult. I do not therefore desire to blame that jury for their course. I prefer that these resolutions be referred to a committee, who shall prepare a series more appropriate to the necessities of the case, and which shall condemn, in so many words, that false public sentiment which applies not only to Professor Butler's case, but to so many citizens in our land, not only there, but in New England; for, sir, in this testimony, I was surprised to find the most effective precedent presented to the minds of the Hardin county jury, was taken from old Massachusetts. Refer these resolutions then to a committee that shall draft such as shall be appropriate to the case, and which shall express more decidedly and with greater power the sentiments of this Association upon this false opinion in the minds of the community. I move, sir, that these resolutions be referred to a committee, who shall report resolutions appropriate to the case.

Mr. Z. Richards. I would like to ask the gentleman if he has read any other account of the trial than that published by the Wards?

Rev. Mr. Vail. I am perfectly willing to reply to the question, and my reply will be only an illustration of the disqualification of persons present for deciding upon the course of that jury. I have read the reports published by the Wards, and the reports published in the newspapers, as I found them in the newspapers I am in the habit of reading, the New York Tribune, for instance. I confess that this is the extent of my reading on that question. I will venture to say that, perhaps, it is more extensive than has been the reading on the subject by the majority of those present. It is simply a comment upon the fact that we are not prepared for action on the judgment of that jury. We are only to touch the great principle; — *the teacher has a right to protection by the laws of the land.*

Mr. Greenleaf, of Bradford, asked that the resolutions be read again.

Prof. Wm. Gammell, of Brown University, spoke as follows:

Mr. President, I rise, sir, to express my sympathy with the sentiments just uttered by Rev. Mr. Vail, to a very great extent. Not, sir, that in any degree I am a whit behind the foremost gentlemen who have here expressed their abhorrence of the deed, or their abhorrence of the civil and judicial wrong which has been perpetrated in that acquittal. I go as far as any gentleman will go in the expressions which they may make of both. I abhor the murder, I abhor the acquittal, the spirit and the principles which entered into that acquittal; and I would never recommend a pupil of mine to go to Louisville to teach, if they went untaught to the end of time, if I loved the man, until Kentucky had wiped that stain from the records of her judicial tribunals. But the question here is, shall we pronounce our judgment upon the course of this jury? We are a popular assembly; and such a decision on our part is not in accordance with New England usage. Newspapers utter the public sentiment upon these questions, mass-meetings, if you please, utter indignation, but a collection of teachers, careful about the opinions they express, having a reputation for caution, for practical wisdom, for the observance of the proprieties and etiquette of life, for respect for tribunals of justice, however false they may be to their trust, respecting all these things, and desiring that they should be maintained, shall they pronounce upon such a matter? Therefore, I feel an instinctive reluctance to vote for these resolutions. I sympathize most heartily with the honorable and generous sentiments of the gentleman who, from a nearer point of view, presents these resolutions. But there is another point which leads me to second the motion for reference, made by Mr. Vail. Such expressions should bear upon general principles, principles in which we are all interested, — the position and authority and rights of the teacher. These are matters

with which the Institute has to do. They enter into our very organization; they are the principles under which we act, and it is time that we, and those associated with us, our pupils, and the parents of our pupils, and the community around us, have a common understanding of the principles upon which we are to act. And, sir, it is very strongly my opinion, that the occurrence in Louisville demands that this Institution make a general declaration of general principles in reference to that occurrence. I hope that a reference of these resolutions will be made to a committee. If the gentlemen will agree to accept of this proposition, I think we shall certainly be able to act without any difference of opinion upon a declaration which will cover this, and all similar cases.

Mr. Z. Richards. It was furthest from my thoughts in presenting these resolutions to elicit any discussion upon these matters. I had been very cautious, and conversed with a number of individuals, who had read much upon this subject, some of whom probably are not here. I will name Professor Sears, Mr. Swan, and a number of others. I did not find any objection to these resolutions. At the suggestion of one or two individuals, I modified them somewhat. I should be disposed to accede to the proposition for a reference, if I could be satisfied that justice would be done in the case. I feel that there is a demand for an expression, which perhaps many here do not feel. If the case were one of ordinary acquittal, if the result had been such as usually follow an acquittal by a jury, I should feel differently; but it is a notorious fact, that three of that jury have been indicted for perjury in relation to this matter, and that one of the grand jury has been excluded from a Christian church for this very account. The people of Kentucky with one voice speak against this affair, excepting those who are under the immediate influence of the Ward family, which is very influential in that State. Mr. President, I should like to call upon Mr. Mason, who is a resident of Louisville, to give some statements respecting this matter.

Rev. Mr. Huntington, of Waterbury, Connecticut, thought there was no occasion for this discussion. Each speaker had taken precisely the same grounds in the main. Some objected that this body was not competent to call in question the finding of that jury. He thought *that* point was not brought out in the resolutions at all; and even if it were adverted to, we all feel the results of that trial to be anything but lawful. There had been but one objection, certainly, urged against this point, and that is simply that it would be a judgment upon the finding of that jury. He did feel that there was an impropriety in the introduction of the first resolution. He knew not why a body of independent teachers, having a right to think for themselves,

should not express what every New England man has expressed already on this subject. He would suggest that the first of the resolutions be omitted.

Mr. Batchelder, of Lynn, expressed his sympathy with the views of the gentleman who preceded him. If any body of men in the whole country should be heard on this matter, this was the one. Why should not Rachel be allowed to weep for her own children? He adduced several facts drawn from reliable evidence, to show that this act exceeded in atrocity and diabolical coolness anything that had before occurred even in that portion of our country. He stated also that there was not the least evidence given on trial of the slightest provocation on the part of Prof. Butler. He believed the reference to a committee unnecessary; all, he thought, might judge by their own feelings, as wrought upon by their own knowledge of the circumstances.

Mr. Mason, of Louisville, by request, came forward and stated that he had been engaged as a teacher in Prof. Butler's school, and was such at the time of the murder. He thought he might give some items that would settle some points in the minds of those present. He felt sure that the adoption of these resolutions would do much good in the West. It would cheer those who are engaged in the profession of teaching. It might induce many of those young teachers with whom he was associated to lay aside the Californian armor of self-defence which they have now assumed. He thought that good would be done if an influence resulting from a right kind of feeling could be brought to bear upon the sentiment which seemed to reign in that community. He believed, from remarks already made, that some gentlemen had not received information from the proper source. He felt confident that one gentleman had not. He spoke in the highest terms of the amiable character of Prof. Butler, as calculated to aggravate the atrocity of the act. He alluded to his high literary attainments, especially as a German scholar, eminently fitted for a teacher in the west, and whose place it was thought could not be supplied. He cited the testimony of fifty boys, some fourteen and seventeen years of age, as evidence of the absence of provocation on the part of Prof. Butler. He stated that the only true account of the trial was to be found in the Democrat and Courier of Louisville. He would be glad to send that account to all who would give him their names and address.

Dr. Edward Beecher, of Boston, thought that there could be no danger of losing the resolutions by referring them to a committee. He remarked that the gentleman who last spoke had opened a new point for consideration. That speaker was anxious that we should form in the minds of teachers the habit of

relying upon the public sentiment of community for safety, and not upon the brutal habit of carrying weapons. He thought this very important. This body, he believed, should assert the existence of a supreme judicial authority above any form of human legislation, strong enough to inflict a penalty upon any man, though he shall be thus acquitted. "We need to invoke," said the speaker, "the action of that *public sentiment*, that supreme tribunal, to bear on the case, and to stimulate public sentiment in Kentucky and elsewhere, that there may be a fusion of all right-minded men in producing that state of right feeling." He did not think the resolutions met this point; a committee might frame them with this view. He did not regard the action of the jury as involved in the resolutions presented; but they might be drawn so as to have great moral power, and thus be of great value.

Mr. Bulkley, of Williamsburg, remarked that this Association was an American Association; that the murdered man was a member of this body; and referred to an awful tragedy that occurred in New York recently, perpetrated by a Kentuckian, as an inducement to pass the resolutions.

Dr. Hooker, of Yale College, was decidedly in favor of passing very strong resolutions on this subject. He did not agree with gentlemen who take the ground that we were not competent to pass upon this matter. It was the well digested opinion of every man in the whole community, that Prof. Butler was murdered in cold blood. It was an insult to say we were not competent. He would discard the first resolution. The *others* did not express — with all due deference to the gentleman who introduced them — enough. He would have them recommitted that they might express more nearly what they should.

Rev. Mr. Vail did not mean to cast the slightest imputation upon the competency of this assembly to decide upon a question fairly and distinctly brought before them. He simply meant to show that the wrong lay deeper than the action of the Hardin County jury; in an error in the public sentiment of the community. We, he thought, should express an opinion against the use of the dagger or pistol, and in favor of an appeal to the law of the land.

The question was taken at this point, and the resolutions referred to a committee consisting of Rev. Mr. Vail, Dr. E. Beecher, Z. Richards, Dr. Hooker, and Mr. Bulkley.

The Institute then adjourned to meet again at 8 o'clock in the evening.

EVENING SESSION.

Institute was called to order by the President at 8 o'clock. A very large audience was assembled, and the hall uncomfortably filled.

The President introduced the Rev. Dr. E. Beecher of Boston, who gave an address upon "The Right Use of the Emotions and Passions in the work of Intellectual Development." After classifying the motive powers of the mind according to Stewart's plan, he proceeded to show the manner in which each operated, and the use that might be made of each. The Fear of Pain was often appealed to, and oftentimes with beneficial effects; but the better the teacher, the greater would be his moral power, and the less use he would make of this as an incentive to action. Emulation was useful, but it should be used with caution. Love of wealth might incite some to activity. Love of parents and friends might safely be appealed to in all, and would sometimes act with powerful effect. Love of knowledge should be excited, and would prove of great aid. The love of doing good would affect many. The motive, which should be the strongest and deepest in all was the love of God. The teacher should use sparingly those motives which are limited to a few, and rely mostly upon those which are or may be universal in their operation.

At the conclusion of the address the meeting adjourned.

THIRD DAY — MORNING SESSION.

The Institute was called to order at 9 o'clock by the President.

Prayer was offered by Rev. Edwin M. Stone, of Providence.

The election of officers was the first business attended to; and the officers elected were

President. Thomas Sherwin, Boston.

Vice Presidents. John Kingsbury, Providence, R. I.; Samuel Pettes, Roxbury; Barnas Sears, Newton; Gideon F. Thayer, Boston; Horace Mann, Yellow Springs, Ohio; George N. Briggs, Pittsfield; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, Westfield; Dyer H. Sanborn, Hopkinton, N. H.; Alfred Greenleaf, Brooklyn, N.Y.; Cyrus Pierce, Waltham; Solomon Adams, Boston; Nathan Bishop, Boston; William D. Swan, Boston; Charles Northend, Danvers; Sam'l S. Greene, Providence, R. I.; Roger S. Howard, Bangor, Me.; Benj. Labaree, Middlebury, Vt.; Thomas Cushing, Jr., Boston; Rufus Putnam, Salem; Ariel Parish, Springfield; Leander Wetherell, Amherst; Ethan A. Andrews, New

Britain, Ct.; Thomas Baker, Gloucester; John Batchelder, Lynn; Daniel Leach, Roxbury; Amos Perry, Providence, R.I.; Nathan Hedges, Newark, N. J.; Christopher T. Keith, Providence, R. I.; William J. Adams, Boston; Lorin Andrews, Columbus, Ohio; John D. Philbrick, New Britain Ct.; Xenophon Heywood, Amsterdam, N. Y.; James F. Babcock, New Haven, Ct.; Thomas H Burrowes, Lancaster, Pa.; Worthington Hooker, New Haven, Ct.; Zalmon Richards, Washington D. C.

Recording Secretary. D. B. Hagar, Jamaica Plain.

Corresponding Secretaries. George Allen, Jr., Boston; A. M. Gay, Charlestown.

Treasurer. William D. Ticknor, Boston.

Curators. Nathan Metcalf, Boston; Jacob Batchelder, Lynn; Samuel Swan, Boston.

Censors. Charles J, Capen, Boston; Joseph Hale, Boston; Joshua Bates, Jr, Boston.

Counsellors. Daniel Mansfield, Cambridge; Samuel W. King, Lynn; D. P. Galloup, Lowell; A. A. Gamwell, Providence, R. I.; Elbridge Smith, Cambridge; Solomon Jenner, New York; F. N. Blake, Barnstable; Charles Hutchins, Providence, R. I.; Leonard Hazletine, New York; David S. Rowe, Westfield; Samuel W. Bates, Boston; D. N. Camp, New Britain, Ct.

After the vote had been declared, the President remarked that he could wish that an abler person than himself had been chosen to fill the office to which he had been elected. He felt his inability, but hoped to learn as he grew older.

The report of the Board of Directors for last year was taken from the table, and read by request.

Mr. Greenleaf, of Bradford, made some remarks, at the conclusion of which it was voted that the report be referred to the censors for publication.

Samuel Austin, of Providence, introduced the following resolutions:

Resolved, That the American Institute of Instruction finds good reasons to congratulate our citizens, in view of the wide spread and deepening interest amongst us in the cause of universal education.

Resolved, That the attention, however, of those engaged in this cause, should not be so exclusively occupied with the instruction of the young, and those that would seek the means of improvement, as to forget that there are among us large numbers, both of adults and poor laboring children, whose condition has not yet been reached by our school system; and who, it must be confessed, form a very important outstanding item, quite too large to be overlooked by the prudent philanthropist; and who, educated or uneducated, for better or worse, for weal or woe, are soon to form a part of our body politic.

Resolved, That this Institute, consulting the highest present and prospective interest of our citizens as such, and as men, and in view of the circumstances which still preclude many within our borders from embracing the privileges offered to all, of attending a day school, recommends to the earnest consideration of those residing in our manufacturing villages and larger towns, the propriety of establishing evening schools for adults, and those young persons not attendants upon our day schools.

There are, said Mr. Austin, many gentlemen present who are deeply interested in the subject of these resolutions. I have already conversed with one or two who give accounts of prosperous institutions of this kind in several towns. There are those present who have at least a personal interest in the matter among us; who have in one capacity or another been interested in evening schools here. These schools have not been fully incorporated into our school system, though they have, in one form or another, received the patronage of the School Committee.

I thought it might encourage persons laboring in this cause, if this Institute should see fit to adopt a series of resolutions like those I have presented.

Rev. Dr. Caswell asked if any gentlemen were present who were acquainted with the working details of these schools.

Mr. Bulkley, of Williamsburg, N. Y., said: Mr. President, in the larger towns around *us* we regard Evening Schools as among the most important auxiliaries to our glorious School System; and they are becoming a part and parcel of that system.

A very large class of our population are virtually without the influences of the Day School. Many children that should be in our schools are engaged through the day in peddling about the streets, candy, fruit, nuts, &c. Many are engaged in little offices, as errand boys, and many are idlers, unprepared for school. The Evening School throws open a door to our young men, not only of these classes, but also apprentices, and not merely young men, but young women also. Large numbers of girls, domestics in our families, girls engaged in book-binding, in printing offices, &c., who have not had the advantages of a common school education, find these schools of great value. These schools have been open during three or four months of the year. Last year, the experiment of a longer term was tried in New York, Brooklyn and Williamsburg. The term was increased from fourteen to twenty weeks. At first, provision was made only for the males. It was feared that if females were brought out to our Evening Schools, improprieties might be committed; that they might be so much annoyed by boys and others not in the schools, that the experiment would be dangerous. Through the last year, however, the experiment has been fairly tried, and we find that the girls can come out in the evening without molestation, and enjoy the benefits of instruction

given to them, with as much freedom from improprieties as males. This question of Evening Schools is no longer a problem with us. These schools are largely attended. Last year my own school registered seven hundred, and these scholars were boys of ten and twelve to grown up men. Large numbers of the German population come in, men who are mechanics, artisans, laborers, and some of them merchants, to receive instruction in our language, to become acquainted with our habits of thought, and to make themselves more useful. They came in and sat down with little children, and applied themselves to their studies with great zeal. The influence on this part of our population is exceedingly happy. I know not of a single element which tends so much and so strongly to Americanize our foreign population as these Evening Schools.

When our German, Irish, and other foreign population come into these schools, and receive the kind treatment with which we greet them, and which we continue to them, they feel at home. They feel that we are their friends, and influences are brought to bear upon them which no power on earth can do away with. I will give you a single instance, which shows the influence of these schools upon our foreign population. In one of these schools, where there was a large number of Germans and Irish, as the time for closing the school drew nigh, a number of the young men, pupils in the school, put their heads together with the determination of making a demonstration in favor of the Principal. The Chairman of their Committee was an Irish lad sixteen years of age, a very intelligent boy, yet a Roman Catholic. The money was raised, and the question came up as to what the present should be. Without objection it was agreed that it should be the finest copy of the Bible that could be bought. When the Board of Education met at the dismissal of the school, that boy, a Catholic, came forward on the stage, with the huge folio in his arms, made a neat speech in behalf of the school, and presented the same to the Principal. That, sir, is one of the fruits of these evening schools; I might name many others. I have only to say, as the time is precious, that on no consideration would our people dispense with these institutions. We should as soon think of disbanding our primary schools as these. I have only to add, in concluding, if you have not entered upon the establishing of evening schools, in which provision is made for old and young who have not enjoyed and cannot enjoy the privileges of the day school, "Do, at once, with your might, what your hands find to do."

Rev. Edwin M. Stone, of Providence, next spoke upon this subject.

Mr. President, — I rise merely to say a word or two in confirmation of the statements that have just been made. It has been

in the course of my duty for a few years past, to make investi gations on this subject, and to obtain a knowledge of the workings of the machinery of evening schools, in every part of the United States and in foreign countries, where these schools have been established. The results of these investigations have been favorable to the continuance of Institutes of this sort. They work more successfully, apparently, at the outset, in small localities than in others; but the apparent difference is to be attributed to the difference in the condition of sentiment in regard to those schools, and in the peculiar circumstances in which the pupils have grown up that are connected with them.

In the city of Providence, evening schools have been sustained by private effort, and by public patronage, for a number of years; and it has been my privilege to be connected with a school that was established twelve years since by private patronage, never having sought for or received public aid. For that school I can answer; during the time it has been in operation, it has given education, more or less, to nearly twenty-eight hundred young persons, scarcely one of whom was in a condition to be received, into the public schools; for one of the rules by which the school has ever been governed is, that no child or young person who is so situated that they can be received into the public schools shall be received into the evening school, the object being to work outside of the day schools. It is sufficient to add, after what has been said by the gentleman from Williamsburg, that there can be no question that, with a right state of public opinion in regard to these schools, they will be found of immense utility in all our manufacturing towns and larger villages. I am aware of the difficulties connected with them; they can be removed without any great effort.

There is one point of view in which these schools are to be considered, which strongly addresses itself to the community. It is that as a moral police especially, the Evening Schools constitute one of the cheapest expenditures of money that can be made in our cities. For example: Suppose six evening schools to be established in this city; that fifty be the average attendance. You have from three to four hundred boys kept out of the street between the hours of seven and nine, the most perilous hours of the evening in my experience. They are placed, too, in situations where they may receive valuable knowledge, and are under good moral influences. If they accomplish nothing more than this, it will be a wise expenditure of money.

The resolutions were adopted.

Dr. Gregory, Secretary of the Female Medical College, Boston, Mass., made some explanatory remarks in regard to the advantages which that Institution offered to females desiring to

enter the medical profession. One object in introducing this subject before the Institute, was to give notice that if there were not as many applicants from Massachusetts as that State was allowed, by an appropriation of money to pay their tuition, females from other States might enjoy the same advantages; provided they would remain and practise in the State of Massachusetts after they had graduated. The course of instruction would occupy three years.

Rev. Mr. Vail, of Westerly, R. I., Chairman of the Committee to whom was referred the resolutions on the death of Prof. Butler, made the following report.

Your Committee have considered the subject assigned to them, and beg leave to present the following resolutions:

Resolved, That in the untimely death during the past year, of Prof. H. W. G. Butler, of Louisville, Kentucky, by the hand of violence, and in circumstances of peculiar aggravation, the profession to which the members of this Institute are devoted, has lost one of its brightest ornaments, and that we deeply sympathize with his surviving relations in their sad bereavement.

Resolved, That the practical assumption, by any portion of society, of exemption from the claims of justice, or of superiority in honor or desert to those worthily engaged in a profession so indispensable and honorable as that of teaching, or in any other honest employment, is equally at war with truth and the public good.

Resolved, That in the entire acquittal of Matt. F. Ward, though obviously and undeniably guilty of an act of unparalleled atrocity, those great principles of law and justice, upon which the welfare and protection of the social system depends, have been grossly outraged and dishonored.

Resolved, That the strong expressions of opinion and feeling condemnatory of the false code, which, in personal controversies, justifies the employment of brute force in the place of argument and remonstrance, and substitutes the weapon of the assassin for the arm of the law — (under the influence of which code the tragedy at Louisville was consummated)— which have been universally and spontaneously uttered in all parts of our land, and especially in the State where this painful tragedy occurred, are encouraging indications of the spread of that right public sentiment, which recognizes in the supremacy of the law, the only just and safe authority for the punishment of the wrong doer and for the security of the citizen.

Resolved, That when, from local perversions of principle, or the power of social combinations, or any other cause, our judicial tribunals fail to protect the rights of any class of the community, it is the duty of the wise and the good to discountenance the resort to private self-defence by deadly weapons, which such a state of things tends to produce, by the formation of an all-pervading public sentiment that shall inflict the highest moral penalties on those who have escaped the claims of justice, and assure those whose interests are endangered, of universal sympathy, support and protection.

Resolved, That a copy of these resolutions be transmitted to the family of the deceased.

"I may say," continued Mr. Vail, "that the Committee have been able to agree upon these resolutions, not because they express with exactness the opinions or preference of each individual member of the Committee. Some, perhaps, would have

been glad to have modified some of the expressions, making them stronger on one side, or not so strong on the other. You will observe that they are not liable to the objection felt by some gentlemen present in respect to the previous resolutions, as they make no reflection upon the trial, but state only general principles which are to be looked at by this Institute, and refer to a course of action that may be proper for any section of our country in any period of time.

Mr. Edwards, of Salem, supposed that these resolutions were calculated to satisfy the peculiar views of every member of the Association. He moved their immediate adoption.

Rev. Dr. Caswell wished merely to express his own opinion in this matter. He hoped he should give offence to no one. He thought that passing resolutions upon the trial of Mr. Ward would be trifling a little with the records of this Association. He was deeply impressed with the iniquity of the whole thing. Still he would not place resolutions respecting the affair upon the records of this body. On that ground alone, he should prefer to have them omitted. He would go as far as any one if we were convened as citizens of the United States, in his expression of abhorrence of that deed. He simply desired to express his opinion; he would make no motion.

Mr. Greenleaf, of Brooklyn, did not think that they expressed indignation enough, yet he would vote for them, and read them rather more liberally than they had been written.

Mr. Greenleaf, of Bradford, expressed similar views.

Rev. Thomas Williams, of Providence, an old man of nearly seventy-five years, spoke next upon these resolutions.

Mr. President, — If all the fire in our hearts was put into these resolutions, I am not certain that this house would be safe. The voice of this brother's blood cries unto God from the ground. The Supreme Sovereign of Heaven, earth, and hell, expects a reply from this body which accords with his truth, justice and mercy, for an offence committed against the Father of human spirits and the Framer of human bodies.

Prof. Butler held the sacred office of a teacher of children and youth. What says the King of kings and Lord of lords? "Take heed that ye despise not one of these little ones; for I say unto you, in heaven their angels do always behold the face of my Father which is in heaven." This is an offence against the Supreme Majesty of heaven and earth. It is an offence against the majesty, liberty, order and law of the people of these United States. It is an offence against that foundation on which rest the rights, and duties, and blessings of New England, especially in the establishment of schools for the instruction of children and youth. We all know what was said by Rev. Dr. Wayland, most wisely and happily said, in regard to our progress during the last twenty-five years.

I am reminded of a sentiment very commonly used in New England, that there is no great loss without some small gain; and I add there is no great gain without some small loss. We have lost, in New England and in the United States, the respect that was paid to the schoolmaster and schoolmistress, to whom the children and youth, in the early days of this country, as they met them in the streets, always made their best bow and their best courtesy. There was some delicacy expressed in respect to the propriety of passing these resolutions here.

There is the greatest danger in this country that we shall despise, through party spirit and sectarian feeling, the official character and dignity of our rulers. Since this offence has occurred, we should *expect* that the President of the United States would be insulted. No doubt he richly deserved it personally; but if we cannot respect him, we ought to have respect enough for the people to respect his office. To the official character of the individual, in *the name of the Eternal Jehovah*, let all the people of the United States pay respect!

The resolutions passed unanimously.

The First Vice President, John Kingsbury, Esq., here announced that arrangements had been made, by friends in Providence, for a moonlight excursion on the Narragansett Bay, at a quarter before seven, and that tickets would be furnished to the members of the Institute, teachers, and friends, by the distributing Committee, Messrs. Grinnell and Doyle.

At 10½ o'clock, the President introduced Worthington Hooker, M. D., of Yale College, who delivered a lecture upon the "Prominence that should be given to Facts in Education." The education of the child, he remarked, commenced at birth. The senses were the inlets of knowledge, and were early active. The child should be taught to observe, and should be mostly employed upon the facts of the outward world, rather than upon the abstract truths of reasoning. He spoke of the facts of Botany and Physiology as being within the comprehension of even young children, and showed how they might easily be imparted to them. As an illustration of the false method, sometimes followed, he spoke of the manner in which Grammar was usually taught. This he condemned. The proper way was to learn facts at first, and then proceed to general truths, as the mind becomes able to comprehend them.

At the conclusion of the lecture, the choir again favored the audience with some cheering music. The President then announced a discussion upon Geography.

Mr. Edwards, of Salem, addressed the audience upon that subject. We are obliged to omit his remarks now, for want of room.

On motion of Mr. Colburn, voted to adjourn till 2½ o'clock.

AFTERNOON SESSION.

Mr. John Kingsbury, the First Vice President, called the Institute to order.

Mr. Thayer of Boston rose and spoke as follows: Mr. President, it has been customary, as you know, sir, in this body, and in all similar bodies, after having become the recipients of public favor and of generous hospitality, to express their feelings in a vote of thanks. I am almost sorry that this is the custom, sir; for I would not have it understood on this occasion that the resolutions which I wish to offer are a mere matter of form. Sir, we have been received here with more than a liberal, generous, and brotherly hospitality. It would be idle, sir, in the time that remains, to attempt to express the warm sentiments of our hearts in relation to the subject, and I therefore refrain. I offer these resolutions of thanks as the sincere outpourings of our hearts for the overflowing kindness which has been shown us since we came to the city of Providence.

Resolved, That the thanks of this Institute be presented to the Rhode Island Institute of Instruction, for the active and efficient measures by them adopted, whereby our present meeting has been one of the most agreeable, and the very largest that has ever assembled since the formation of this Association.

Resolved, That we recognize in JOHN KINGSBURY, our first Vice President, the moving power which has actuated, not only the Rhode Island Institute, over which he presides, but also the other institutions, in preparing for our reception in the city of Providence.

Resolved, That the warm and cordial welcome extended to us on our arrival, by the Rhode Island Institute, the State Commissioner of Public Schools, the School Committee of Providence, and the Faculty of Brown University, has been more than redeemed by the friendly arrangements, of which we have been the subjects during the present session.

Resolved, That our hearty thanks are due to the inhabitants of Providence for the elegant and generous hospitality extended to us during our visit. Other cities have done nobly, as our hosts, but the city of Roger Williams has excelled them all.

Resolved, That the thanks of this Institute be presented to the Young Men's Christian Association, the Young Men's Christian Union, and the Rhode Island Historical Society, for the civilities kindly extended to us by them; also to the musical performers who have contributed so much to our enjoyment during our sessions.

Resolved, That our thanks be presented to the Eastern, Western, Providence and Worcester, Boston and Providence, Norfolk County, and New York Central, Railroad Corporations, for the facilities furnished by them, whereby so large a gathering of the friends of education has been secured at our present session.

Resolved, That the public press is entitled to our grateful remembrance for the favor with which it has noticed our meeting and its objects.

Resolved, That our thanks be given to the gentlemen who have furnished us with lectures and addresses during the session, and that they be requested to grant us copies for publication.

These resolutions were passed unanimously.

George Sumner, Esq., of Boston being introduced to the audience by the President, gave an address upon "The State of Education in Europe." Four countries were of especial interest, Holland, France, Greece, and Ireland. The schools of Prussia were not what they promised to be. The government would allow to be taught there only what suited its own purposes. Austria had some good schools, but they were subject to the same influences as the schools in Prussia. Holland received a deserved tribute of praise. It was there our Puritan fathers obtained the idea of free schools, which has here been so fully carried out. Ireland was fast improving. She now had a school system which, though it had met with great opposition, was working out good results. The state of education in France and Greece was particularly examined, the lecturer in a great degree being able to speak from personal observation. He closed with an appeal to all present faithfully to discharge their duties as educators.

After a parting song from the choir, the President addressed the audience as follows:

Ladies and Gentlemen: It would be gratifying, as we draw towards the conclusion of our meetings, to listen to remarks from the lips of some one who might address you in a much better manner than I can. But, standing as I do here, with so intelligent, so attentive, and so orderly an audience before me, I would ask, Can any one question the utility of meetings of this kind? I do not wait to hear any one say, no. I know the answer, and I might ask what particular element is it that renders these meetings so important? If I were to specify any one, I think it is the interest which the community around us manifests in the object of this meeting. Had we come here — especially if the ladies had not come with us — and deliberated upon the modes of teaching geography, arithmetic, &c., we should have carried away with us a few ideas, but I doubt whether we should have carried away with us that stimulus, that alacrity, which we have gathered from this meeting to prosecute our work in future.

We have been received in a distinguished manner. The very approbation of the University itself, is a host on our side, and for that University I have a profound reverence. For the head of that University I have a *very* profound reverence, and could I go back and become a young man again, I would put myself under his instruction. The students educated at this University, I know from experience, observation, and acquaintance to be of a very high order. In the school under my charge I have had no less than four gentlemen educated in Brown University, and I know of no place to which I would sooner resort for a teacher than that Institution. I came here once, perhaps on a wicked errand, to buy a teacher educated there, but the

bribe that I had was not sufficient. He is now a Professor, but absent on this occasion. I have a high regard for that Institution for another reason. Of all the educational documents that I have ever read, I never read one that so well accorded with my ideas, and I believe the ideas of a large proportion of the intelligent men in our country, as the report recommending a change in the studies of a portion of the students. It was in fact adapting the course of education to the wants of the community. A hundred years ago, perhaps, Latin and Greek and some dry mathematics, with Aristotle's Logic, were the great studies of the age; and a knowledge of these studies constituted a scholar. Not so now. Since I have lived, sciences have grown up which, to understand and comprehend well, would require the study of a lifetime. Education must be changed to correspond with the progress of society.

The spirit with which we have been received here is highly gratifying. I might say very much on this subject. It is not for the luxuries, for the elegance of the accommodations which our friends have afforded us, that we most cordially thank them. It is for the *spirit* which prompted them to open their mansions and their hearts to receive us. Not to detain you longer I will simply say, in closing, that we hope in subsequent years to hold many meetings like this. Gentlemen and ladies, I bid you a sincere farewell, hoping to meet you, if life and health is spared, one year from this. Adjourned *sine die.*

The members of the Institute, and a large number of the citizens of Providence — more than a thousand in all — met again on board the steamer Canonicus in the evening, and enjoyed a delightful excursion about ten miles down the Bay; music was furnished by Mr. Clark's Choir, and the American Brass Band. This was one of the most interesting features of the occasion and afforded the highest enjoyment to all.

LITHOGRAPH LIKENESS OF N. P. TILLINGHAST.

A committee appointed by the Bridgewater Normal School Association have obtained from Mr. Bradford, 221 Washington street, an excellent likeness of Mr. Tillinghast, late Principal of the Bridgewater Normal School. Copies can be obtained at 221 Washington street, Boston.

TEACHERS' INSTITUTES.

Mansfield, October 2 — 7.
Lee, " 9 — 14.
Barre, " 18 — 20.

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THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

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The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, May 12th, 1854.

THE MASSACHUSETTS TEACHER.

VOLUME VII.

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THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 10.] LORING LOTHROP, EDITOR OF THIS NUMBER. [October, 1854.

THE SCHOOL AND THE TEACHER.

I HAVE chosen as the subject of a few reflections, *the Relation of the School and Teacher to Education;* — which will be found, I trust, sufficiently extensive — perhaps indefinite — to cover any suggestions I may wish to make. Perhaps there is no greater fallacy in any current mode of expression than that which assigns to any one individual or institution, the whole, or even a principal part in the education of the young. And yet, it has come to this, that the moment the conversation turns upon education, and the means of preparing the young for the duties and responsibilities of life, we intuitively, and almost without exception, fix our minds upon the *School* and the *Teacher*.

Now in this, as it seems to me, there is a great evil. The all-wise Disposer of things never has entrusted, and, I believe, never will entrust, interests of such magnitude to one man, or to one class of means. The removal of the responsibility from all others, would be but poorly recompensed by throwing a weight on one pair of shoulders, under which, humanity itself may well stagger and call for superhuman aid. Education, development, formation of character, is the great end of existence, and shall professional Teachers, — a mere handful, with limited means and time, — have the presumption to "take the responsibility" — and bear the burden which God has diffused through the race, equalizing the pressure, and rendering it as constant as that of the very air in which we live, and move, and have our being? And may a large part, or indeed any part of the community, by the mere payment of a few dollars' tuition, or by a paltry tax, paid under an annual protest of grumbling, shake off its share of the responsibility, and bind it upon shoul-

ders, upon which it cannot rest, because laden to their utmost capacity already? No. The evil lies in a misconception of the term, education, and a partial view of its ends. It is a responsibility which men assume as human beings, not as school masters — it is inalienable.

Yet, there is reason to fear that many, perhaps most parents, indulge a feeling, — it may not be definitely stated, or even conceived, — that by voting for the annual school appropriation, or by the payment of the quarterly tuition fee, they have transferred all responsibility, at least, in regard to the intellectual culture of their children, to other hands; and should it ever occur to them, that their offspring have other interests than those of station, power, wealth, or are destined for anything beyond the workshop, the counting room, or the office, they complacently call to mind their subscriptions for the support of religious institutions, and the periodical contribution of a *dime*, to give encouragement and efficacy to the unpaid labors of the Sunday School teacher, if they happen to be at church.

The reader will not understand me as wishing to lighten the burden of responsibility which fairly rests upon the teacher. On the contrary I would have him all the more sensible of it. But there is, and must be, a perfect correspondence between a man's power and his responsibleness. They are correlative terms; either being given, the other is fairly deducible; and the attempt to load *one* with what belongs to another, is like heaping and crowding down a liquid. Ten to one it will not stay where you put it. Not one person, nor all, indeed, aided by all the influences and circumstances which naturally tend to the development and formation of character, are *unconditionally* responsible for success here; nor can one, nor *all* look upon a fully developed, and perfectly symmetrical character, and say, "Lo, *our* work." There is a *free human will* in the way, without which there could be no such thing as CHARACTER. Nay, there is a point where even the Deity himself seems to restrain and withhold his power, and in the last analysis to leave the dread decision of every question of right and wrong to the free and unconstrained choice of each human being.

We have it, I know, on the authority of the wise man, that a child trained in the way he should go, will not depart from it; and this, no doubt, is a correct statement of a *general* truth. It is the *natural*, but not *necessary* result of the means employed, and, without at all interfering with the freedom of the child, it yet confidently predicates a definite result, as the reward of parental fidelity. Still it must be borne in mind, that the general rule may have its exceptions, arising either from the refractory nature of the child, or the fact, that however faithful the parental training may be, it is yet not all the training to which the

child is subjected. "The child," says one, "is not born to hear but a few voices. It is brought at birth into a vast, we may say an infinite school. The *universe* is charged with the office of its education. Innumerable voices come to it, from all that it meets, sees, feels. It is not confined to a few books, anxiously selected for it by parental care. Nature, society, experience, are volumes opened everywhere and perpetually before its eyes. It takes lessons from all objects within the sphere of its senses, and its activity from the sun and stars, from the flowers of spring, and the fruits of autumn, from every associate, from every smiling, and every frowning countenance, from the pursuits, trades, professions of the community in which it moves, from its plays, friendships and dislikes, from the varieties of human character, and from the consequences of its actions."

Now, as it is impossible that any one can control all these circumstances, which surround the child and operate more or less remotely on him for good or evil, so, it is plain that no one can be made answerable for the resultant of all these discordant and conflicting forces. This view, however, instead of relieving any one of the obligation to use every means in his power to aid in the full development and formation of character in the young, only extends to others, the same duties, and more definitely measures the obligations of each. The teacher, perhaps, more than any other, except the parent, has the means of *interpreting* these various influences and unassorted circumstances, to the child, of leading him to educe from them, the lessons of wisdom which they contain, and of so restraining and guiding him that his *habits* shall but want confirmation to settle into *character*.

I have been led to this train of remark, partly in consequence of the common propensity, both of parents and teachers, to speak in cant terms of the weight of responsibility resting on teachers, — as though it rested on them exclusively; a load which the latter are ready to assume from an idea that it "magnifies their office;" while the former find it very convenient to transfer their sins of omission, if not of commission, to the backs of these scholastic scapegoats. My chief object, however, has been to protest against the very prevalent custom of holding teachers and the common school system responsible for every existing evil in the community; regardless of their logical connection, and winking out of sight all other agencies.

Nothing is more common, than to hear statistics of crime and its increase, spoken of in connection with our system of public instruction, in such a manner as to leave the impression that they are somehow associated together as *cause* and *effect*.

It may not be definitely stated, but there seems in some quarters, to be a feeling that the tendency of common school education is rather to increase, than to diminish crime, and some little complaint has been indulged in, that teachers and pupils are examined less in relation to the principles of morality and justice, than of grammar and arithmetic.

Now, while I consider a healthful and efficient moral training as essential to any system of education, it yet seems to me that the mode of *securing* it is not very clearly indicated by the tone of the complaint.

Should committees adopt the mode of examination suggested, there can be little doubt that many candidates would gladly submit to a rigid examination on abstract questions of right and wrong, in consideration of being allowed to *pass* lightly over grammar or figure less in arithmetic.

But after such an examination, how much more would the committee know of the *moral character* of the candidate, and of the moral *force* which he would exert on his pupils? Nay, is not this examination, itself upon the *principles* of morality, as much, and as exclusively, an intellectual exercise, as an examination in grammar? and in fact *more*, as grammar is often taught, since the former recognizes the principles of *logic*, which the latter too often utterly defies; resting for authority merely on faith in a text-book, and the infallibility of bookmakers?

The complaint, therefore, seems not to be well founded, but to rest on a false notion, that certain things, which, from their nature, "come not with observation," may be brought within the scope of the official vision of three, five, or seven men, elected for that purpose by and from the legal voters at the annual March meeting. No, the fitness of the teachers in respect to character must be come at in another way, — by a strict inquiry (as the politicians say) into his *antecedents*.

In regard to the *mode* of exerting an influence on the character of children, we think that the following quotation from the preface of the Franconia stories by Abbott, contains a valuable suggestion, and is perfectly philosophical.

"The development of the moral sentiments in the human heart, in early life," says Mr. Abbott, "and every thing in fact, which relates to the formation of character, is determined in a far greater degree by sympathy, in the influence of example, than by formal precepts, and didactic instruction. If a boy hears his father speaking kindly to a robin in spring, — welcoming its coming, and offering it food, there arises, at once, in his own mind, a feeling of kindness towards the bird, and towards all the animal creation, which is produced by a sort of sympathetic action, — a power somewhat similar to what in physical philosophy is called *induction*. On the other hand, if the father,

instead of feeding the bird, goes eagerly for a gun, in order that he may shoot it, the boy will sympathize in that desire, — and growing up under such an influence, there will be gradually formed within him through the mysterious tendency of the youthful heart to vibrate in unison with hearts that are near, a disposition to kill and destroy all helpless beings that come within his power. There is no need of any formal instruction in either case. Of a thousand children, brought up under the former of the above-described influences, nearly every one, when he sees a bird, will wish to go and get crumbs to feed it; while, in the latter case, nearly every one will just as certainly look for a stone. Thus, the growing up in the right atmosphere, rather than the receiving of the right instruction, is the condition which it is most important to secure, in plans for forming the characters of children."

A truce, then, to that morbid feeling of responsibility, which, by appropriating the duties of others, disqualifies the possessor for the discharge of his own. It is not so much a question of what the teacher shall *do*, as of what he shall *be*. Let that be attended to, and, whether in school or out, whether attending to a recitation in Wayland's Moral Science, or in Colburn's Arithmetic, a "virtue will go out from him" which will be felt by all within the sphere of his influence. It will require no direct agency of his to heal the moral maladies of his pupils, — even a stolen touch of the "hem of the garment" exerts its health-giving influence, under such conditions. On the other hand, while the moral atmosphere, by which the teacher is surrounded, is charged with pestilential exhalations from the foulness of sin, and decay of all that is fresh and pure within, no amount of sanatory measures will be able to stay the malaria, or ward off the moral epidemic from the infected region.

What, then, (we may be asked) are the appropriate, the peculiar duties of the teacher; — those which pertain to him, if not exclusively, yet more than to any others, not excepting even parents? We answer, (notwithstanding the complaint to which we have alluded) that it is to teach those branches which the pupils are sent to learn, — in which the teacher's competence has been tested by the committee, and upon which the pupils are to pass the same ordeal, as a test of their own, and their teacher's faithfulness and success. Nor is there any danger of losing anything by limiting the teacher to his proper sphere.

Nothing can be well done, when too much is attempted. The teacher must ever have some *definite object in view*, to the accomplishment of which all his efforts must tend. He must have a correct idea of the due proportion which various duties and interests bear to each other, and give to each its due proportion of time and attention. Then, in order to success in imparting

instruction, he must judiciously and successfully manage and control the school. And here he may find difficulty at the outset.

Formerly, in the school, everything was literally done by *rule*. The scholars did their sums, and the teacher the discipline, by *rule;* and many a luckless urchin, long before he knew a *rule* in arithmetic, or understood the application of a rule of *syntax*, was perfectly familiar with *one rule*, which the master applied as a *tax* upon sin! Many of my readers no doubt have *felt* this. The theory of the dependence of the mental inclinations upon the flexibility of the twig, ("just as the twig is bent the tree 's inclined,") is now, however, well nigh obsolete, and the teacher who aspires to wear *palm* in his profession, will let the *palms* of his pupils alone, and learn to *rule* his own spirit.

Here then is a problem for the teacher to solve, before he can advance a step. How shall he obtain such an ascendency over his school, as to enable him to proceed to the business of instruction?

Physical superiority will not answer the demand of the times. It must be a moral or intellectual superiority, united with a spirit of faithfulness, which cannot but inspire with respect. Nor are children slow to recognize this superiority, when judiciously manifested, under such a spirit, in a firm, decided, and generous manner. The teacher must not be behind the times, nor fail to carry with him to the school-room, those lessons, which, though learned amid the din of business, and the clatter of the machine shop, are yet but the exponents of truths of infinitely higher significance. When we see that brute force, and even the ruder properties of nature are yielding in the mechanical world, to the gentler, and more docile elements; so that our Erricsons not only "walk the ocean like things of life," but are beginning to be numbered with the "things that have *breath*," may we not hope that science is reminding us that the most efficient motives in the moral world, are those which address themselves to the *gentler* but *deeper* feelings of our nature?

Then follows the peculiar appropriate duty of the teacher to instruct his pupils in those branches of study which they were sent specially to learn. And here, if he be a *live* teacher, he will find ample scope for his ingenuity.

That the teacher may prove successful in his vocation, it is not enough that he is familiar with the branches to be taught, and is able to state rules and facts in a scientific manner. In fact, the method of instruction would seem to be *the very reverse of that of scientific statement;* and this, it appears to me, furnishes the clue to the true method of instruction in all branches.

The greatest reform, I suppose, and the one most universally admitted to be such, among us, was that introduced, from Pestalozzi, by Warren Colburn, in the method of teaching arithmetic. And what was it? Why, simply reversing the order of instruction, and instead of beginning with committing certain definitions and rules, which it was impossible for the pupil to understand, because he was entirely ignorant of the *fact* defined, he was set to counting his fingers, and performing such simple operations in numbers as he might be able. And this course was continued, till he had performed and analyzed examples containing most of the principles of common arithmetic, without saying a word of integers and fractions, addition, subtraction, multiplication and division. That is, the pupil was made acquainted with the *facts* of arithmetic, before being called on to generalize and deduce the rule — much more to *define* the technical terms.

John Locke, indeed, had said, many years before, that "nobody is made anything by hearing rules, or laying them up in memory; *practice* must settle the habit of doing, without reflecting on the rule; and you may as well hope to make a good painter or musician extempore, by merely *lecturing* on the arts of painting and music, as a coherent thinker, or strict reasoner, by a set of *rules*, showing him wherein right reason consists." This opinion, the result of the most extensive and successful observations of mental phenomena, and profound study of the laws of mind, is sustained by the experience and practice of mechanics and practical men. No one thinks of getting a trade, simply by learning the names and uses of the parts of the article to be manufactured, and committing a few *rules* as to the manner of uniting them. A greater than Locke had uttered the same truth, when he said, "If ye *do* these things, ye shall *know* of the doctrine."

It is no less true in education, than in mechanics, morals and religion. Why not, then, carry the same principle into all our teaching? — into grammar, for example; where teachers have manifested so little of common sense and philosophy, and so much of dogmatism and pedantry. Grammar professes to teach the art of speaking and writing correctly; yet we all know that scholars may be taught to name the parts of speech in a sentence, with the modifications and relations of the words, in the technical language of the books, assigning the appropriate rule of syntax, and yet be no more able to express their ideas readily and accurately, in grammatical and well constructed sentences, than a carpenter's apprentice is to build a house merely by studying the *plan* and specifications of the architect.

Neither is it strange that parents, who know nothing of grammar, except what they have acquired by the *use* of language,

— after having heard their children at the examination, prate learnedly of nouns and pronouns, etymology and syntax, modes, tenses, &c., — when they find these same prodigies incapable of writing even a tolerable letter, — should query, like the boy who had spent some time, and made much exertion to learn the alphabet, — whether, after all, it was worth while to go through so *much* to learn so *little!* Albeit a teacher ourself, we sympathize with them in their doubts! We commence with the *promise* to teach the pupil to *speak* and *write* correctly; that is, to express his ideas in correct sentences, using the proper grammatical forms, — and then go on to define certain technical terms, and tell how, by the use of these technicalities, to *analyze* language that somebody else has written, — keeping, at the same time, the real analysis buried under a mass of hard words, of which the pupil knows less than of the language to be analyzed.

Not that technical terms are unnecessary, and worthless. They give precision and exactness to scientific statements, but are the appropriate medium of thought, for those only acquainted, to some extent, at least, with the sciences or arts to which they belong. Why not, then, reverse the whole process as we have in arithmetic? Children certainly know as much of language from the daily use of it, as they do of numbers. Indeed, there are intimations that they very early recognize its general principles, to an extent sufficient to serve as a basis for a broader and more accurate knowledge of it. For instance, children, when they enter our schools, express their ideas by means of sentences. They use the singular and plural numbers appropriately.

They use the appropriate pronouns to represent a noun in certain relations, recognizing the grammatical principles of gender, person, number, case, and a variety of other things, which may be taken advantage of by the teacher. Even the errors of children in the use of language, show how early they acquire a knowledge of its *general* structure. Thus a child, who says "gooder" instead of "better," has learned the *regular* formation of the comparative degree, and is ignorant, only of the exception. When he says "mans" for "men," or "runned" for "ran," he shows that he recognizes the regular formation of the plural of nouns as well as that of the *past tense* of verbs. He has already begun to make a grammar of the language, and wants only encouragement and guidance to the accomplishment of his task.

In all cases, let the facts of language be first shown not by definitions, but by constructing and analyzing easy sentences, showing for what purpose each word is used and how it affects the *meaning* of the sentence. Thus taught, instead of loading

the memory with words to which no meaning is attached, grammar becomes purely an *intellectual* exercise, showing the power of words in modifying the sense, — that the meaning is not contained in one *mass*, but that one class of words suggests to the mind, the person of whom we are speaking, another describes the person, another tells what he does, and another how, when, or where. This, in itself, if carried no farther would perhaps furnish the best exercise possible to rouse the dormant faculties of the child, to cultivate his powers of observation, and discrimination, and to impart quickness, accuracy and intensity, of thought and expression.

Professor Gibbs says, "there can be no exercise in the whole business of instruction more useful to the mind, than the analysis of sentences in the concentrated light of grammar and logic. It brings one into the sanctuary of human thought, — all else is but standing in the outer court." It may be said, however, that the sentences required in teaching the elements, must be very simple, and the sense very obvious. It is sufficient, however, to say that they are intended for children, whose thoughts are simple, and whose minds are untrained to any severe exercise of the powers of discrimination, classification and abstraction. Besides, they are intended for illustration, and are therefore better, even for adults, than sentences (where, indeed, no new *classes* or *relations* are found,) but only where these distinctions are less obvious. That certainly is the best *illustration* of a principle, which contains it in its simplest, and most transparent form; — a fact, it would seem, not always recognized by teachers.

An important branch, closely related to grammar, and one which occupies a prominent place in the exercises of the school room, is *reading*. This exercise justly claims a large share of the teacher's time in most schools.

Is that time judiciously spent? Has the teacher a *definite aim* in each lesson? or is it merely a hum-drum exercise, which must be gone through with daily, with no particular reference to a definite result? Language has been defined as the "verbal body of thought." Reading or elocution may appropriately be styled, the *dress* of *language*. Is the garment made to fit the body? or does it hang loosely and awkwardly upon it, concealing or distorting its symmetry, as our cheap slop-work caricatures the fair proportions of the *human* form?

Not that *elocution*, as commonly understood, is to be taught to the pupils of our primary, or perhaps even grammar schools. But is it too much to expect that the *teachers* should understand the principles of elocution? How else can they teach intelligently?

We suppose that the human voice is capable of being trained to the expression of every shade of feeling, emotion, and passion, of which the mind is susceptible, and the ear is capable of being trained to an appreciation of them. We suppose also that every mode or condition of the mind, requires its peculiar and appropriate mode of expression, and the teacher who works with a purpose, will endeavor to develop the *vocal* power to use these elements with delicacy, precision and effect; and to cultivate the *ear* to a just and nice appreciation of them.

There is a special reason why this culture of the voice and ear should form a part of our school exercise. It is in youth, when the organs of speech are flexible, that they are most easily trained to these modulations. Nay, it is extremely difficult, if not impossible for an adult by the severest training, to acquire an easy and habitual use of those elements of expression, which may readily be imparted to pupils in our grammar, or even primary schools. Thus, by suitable exercises, in the articulation of the elementary sounds, and the most difficult combinations — in pitch, rate, force, inflection, emphasis, pause, and the different qualities of tone,—the ear and voice may be cultivated, long before the judgment is sufficiently matured to understand the principles of their *application.* When this early training has been thorough and correct, the reading exercise of the more advanced scholars in our grammar and high schools becomes indentical, or nearly so, with the grammatical and logical analysis of the language. — A teacher may, in fact, by proper modulations of the voice, in tone, rate, inflection, &c., exhibit to his pupil shades of meaning and feeling, in the language of an author, not only beyond what the mere *words* would suggest to them, but which he would utterly *fail* of communicating by any commentary of his own.

Indeed, *perfect reading* is the most critical and intimate analysis of language possible. It takes cognizance not only of the *physiology* of *language*,—the *body* of thought,—but of the *psychology* of the invisible *thought.*

It will be seen, therefore, that the teacher, if he attends to his own appropriate duties with fidelity, will find little time to discharge those which as appropriately belong to others; that, as we have already stated, there are limits to human responsiblity; and that the office of teacher forms no exception to the general principle; that here as elsewhere a man's ability is the full measure of his *duty;* that *every* thing is *best* done where each attends to his own business. We believe that much of the lack of parental discipline, and home instruction, of which we hear so much complaint, is due to the *false pretences* which are held out for our common schools in articles and addresses, where *moral training* and instruction are represented as their

leading and legitimate object. It is but simple *honesty* to say that such schools do not exist among us; and that the teacher who can furnish to his committee no *intellectual* results of his labors will probably be reported to have failed in the essential requisites of a common school teacher. There are some things, however, which the teacher may do, and should do, but which, it may be feared, are not always done. He may in the discipline of his school so appeal to the fairness and moral sense of his pupils, as not only not to *pervert* or *obliterate* the distinction of right and wrong, but in such a manner, as to keep constantly before them a model for study and imitation.

There is a code of morals, and system of school discipline based upon it, which, regarding stillness as the chief of all the virtues,—measures all offences by their tympanic effects.—Falsehood, deceit, &c., are faultless if noiseless; while an incalculable amount of wickedness lurks in the extremities of an unwieldy and uneasy urchin, especially if terminated by a pair of cowhide boots. What wonder, if a boy, subjected to such discipline for two, three or five years, and whose experience during the time has been such as to associate all his ideas of retribution with some such unlucky and noisy appendages, should find his primitive ideas of right and wrong, in rather a confused and chaotic state? For all this we hold the teacher responsible. The moral atmosphere of the school-room—to borrow the figure of Abbott—should be pure, but all the activity and skill of the teacher will be required in the direct line of his professional duties; and you may as well hold the lawyer, physician, and clergyman severally responsible for the professional duties of the others, as to unite them all in the profession of teaching. We have hinted at some of the methods of instruction in a few of the branches taught in our schools. The *principles* of instruction which these hints are intended to illustrate will apply equally to all other branches.

Let no one, however, suppose that *any one* method will answer at all times, and for all scholars. In the words of Martineau, the "teacher needs that variety and fertility of resource, that command of the several paths of access to truth, which are given only, by a thorough survey of the field on which he stands. The instructor needs to have a full perception, not merely of the internal contents, but also of the external relation, of that which he unfolds; as the astronomer knows but little, if ignorant of the place and laws of sun and moon, he has examined only their mountains and spots." And he adds, "Hence it is that the most cultivated minds are usually the most patient, most clear, most rationally progressive; most studious of accuracy in details, because not shut up impatiently within them, as absolutely limiting the view, but quietly contemplating them

from without in their relation to the whole." As a general result, then, of all our inquiries thus far, we see that the teacher, (of *all* men) should possess that rare *versatility* of talent, which will enable him to meet the various wants of different minds, and of different stages of development. His mind should be a perfect kaleidoscope, exhibiting new and varying forms and combinations of the truths he would illustrate, with each successive change of circumstance.

It is under this condition of mental activity that the teacher himself can have any other than a one-sided and partial view of truth; much more that he can make such an exhibition of it to his pupils, as to secure to them a thorough acquaintance with it, in all its various phases and modifications. And where such activity exists, under the guidance of good judgment and united with a spirit of faithfulness, it cannot fail of ultimate success.

MR. COLBURN'S REMARKS

BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION, ON ARITHMETIC.

At the close of Mr. Hedge's remarks before the American Institute of Instruction, on the subject of Arithmetic, Mr. Dana P. Colburn, Principal of the State Normal School, Providence, R. I., continued the discussion as follows:—

Mr. President, and Ladies and Gentlemen:—As it is probably the wish of all present that the discussions before this Institute shall be of as practical a character as possible, I shall avoid all mere theories, and endeavor to offer such suggestions as my experience and observation have convinced me may be of value.

The subject of Arithmetic, as I understand it, is included within these limits:— To be a perfect arithmetician, a person must in the first place have a knowledge of the nature and uses of numbers and of the various methods of representing them. In the second place, he must have a knowledge of the nature and uses of numerical operations and the methods of indicating and performing them. These operations are four in number, viz.: addition, subtraction, multiplication, and division. Thirdly and lastly, he needs, in addition to these, such mental discipline as shall enable him to determine from the conditions of any given problem the operations necessary for its solution.

A person with these qualifications I hold to be a perfect arithmetician; such as a teacher should strive to make of his

pupils. And in trying to accomplish this, he should endeavor so to shape his course as to secure the greatest possible amount of mental discipline, the best possible habits of thought, and the best preparation possible for the active duties of life.

The first thing to be done in teaching this department is, to make the scholars acquainted with the nature and use of numbers. The idea of number is of itself an abstraction. We have then to make our pupils acquainted with an abstract idea, and, as we were told in the lecture yesterday, we can only impart abstract ideas by first presenting a representation of them in the concrete. The first idea of number then must be given by reference to visible objects, as marbles, pebbles, pens, books, &c., — no matter what they are, if they are such as can be easily exhibited to the pupil or readily handled by him. He should apply the term "*one*" to each of these, and to a variety of other objects, absent as well as present, and to words and actions as well as things.

This might perhaps be the first lesson. I would give this great variety of illustrations because it seems important to leave in the mind a clear idea of unity, the abstract number one, as applicable to any object, and yet independent of all. Moreover unity is the base of all numbers, and unless its nature is understood, no higher number can be comprehended.

The pupil is now prepared to pass to the next number, *two*. To teach this I would exhibit any object and let the pupil apply the term *one* to its name, as "*one book*"; then exhibit another "*one book*," then both together. They may be called "*one book and one book*," for the present, or we may at once give the name "*two*"; it matters not which, for it is the idea of the union of one and one which is to be taught, and words must be subordinate to ideas always. These illustrations should be extended and varied till *two* is as familiar as *one*.

Instruction should now be commenced in the various numerical operations, always presenting them first in the concrete, and illustrating each to the eye. Thus, [taking a book] "How many books have I?" If I should get another how many should I have? [Taking another] "How many have I?" How many more than before I took the last? If I should put one away, how many should I then have? &c., &c.

Then without exhibiting the objects, "How many peas are 1 pea and 1 pea? 1 pea from 2 peas leaves how many peas? 1 pea and how many peas are 2 peas?" &c., &c. And finally such abstract questions as "How many are 1 and 1? 1 and how many are 2? 2 are how many more than 1? 1 is how many less than 2? 1 from 2 are how many? 1 from how many leaves 1? 2 less 1? 2 less how many are 1? how many from 2 leave 1?" &c., &c.

I would present this great variety of questions and exercises to insure that the pupils shall have at the outset a true idea of the nature and use of numbers and numerical operations; that they shall *master* each number before passing to a larger one, and be able to compare each with every preceding one. Such thoroughness is essential to all true progress, and a want of it is the cause of a greater part of the difficulties which so often beset the path of the student in this department of science. If the teacher will see to it that each step is taken at the right time, and understood when taken; that each process follows naturally from a preceding one, and is mastered when it is introduced; that the mind of the pupil is ever kept active and his attention fixed; the pupil will never, from the beginning of his course to the end, encounter any insurmountable or formidable difficulty. The questions in abstract numbers should be given very rapidly, to secure promptness, rapidity, and accuracy of thought, and fixed attention.

Simple practical problems, (stories, they may be called, to add to their interest,) should now be given; as John had 1 cent, his father gave him 1 more; after which he lost 1. He soon after found 1 by the road side, and spent one for candy, and 1 for raisins. His mother then gave him 1 for being a good boy, and again he found one. He now gave 2 to a poor old woman, and did an errand for which he received 2 cents. He spent a cent for nuts, and received one for doing an errand. He then had the misfortune to lose 1 cent, how many did he have left?

This question involves only the numbers *one* and *two*, and is so simple that the smallest pupil can comprehend and perform it, yet it requires for its solution a continuous train of thought and investigation, and reasoning processes as complete as any required in arithmetic. Every scholar who solves it as it is given, must give his individual attention to it; must follow through a continuous train of thought; must note each condition, determine what operation it requires, perform the operation, and determine what use to make of the result; in short, must concentrate his entire mental energies, for the time being, on the work he is performing. How can such work be other than valuable to him? How can it do otherwise than discipline his mind and give him intellectual strength and vigor? And what more profitable work can he be called on to perform? What work will as surely lay a foundation for real or rapid after-progress?

The other numbers should be introduced in the same manner, and similar exercises should be given in each till the first ten numbers are learned and mastered in all their various combinations. This done, the foundation is laid; the most difficult

work accomplished. All else connected with the mechanical operations of addition and subtraction, the basis of every other, is but an application and extension of operations on the numbers from one to ten. The child who knows that 4 and 3 are 7, has but to know the decimal formation of the higher numbers, to know that 40 and 30 are 70; that 400 and 300 are 700; that 4 trillions and 3 trillions are 7 trillions, &c., &c. So with 5 and 4, 15 and 4, 25 and 4, 85 and 4, 35,000 and 4000, &c., &c. Again 4 from 7, 40 from 70, 4000 from 7000, 24,000,000 from 27,000,000, &c., &c., exhibit the same dependence. Again, 4 times 3, 4 times 30, 4 times 30,000, 4000 times 3, &c., &c., are further illustrations of it.

Such being the case, it is of the utmost importance that here in the primitive operations, we should be especially thorough, and that whatever amount of time is necessary to give the pupil a mastery of this fundamental work should be given to it. These operations, which we call addition, subtraction, multiplication, and division, are all of like nature, all dependent on the memory. For instance, the child knows that 4 and 3 are 7. How does he know it? He once saw 4 things, then 3 things, then the two collections combined, and by counting he found that the united collection contained 7 things. This is true whatever are the objects, and it only remains to commit it to memory. At first it may be difficult to call up the idea of 7 whenever 4 and 3 are to be added, but by continued repetitions the thing becomes so familiar that the mention of 4 and 3 suggests 7 to the mind without conscious effort. So with all other of these primitive combinations. If I speak to you of 8 and 9, the idea of 17 flashes into your minds as instantaneous and as certainly as though I had presented it by its more abbreviated representative, its name, *seventeen*. So the child should be thought at each step of his progress. He should be drilled now on one form, now on another, till these combinations are as familiar with him as with you, and as firmly impressed on his mind as they are in yours.

These mechanical operations on the ten primitive numbers, however dry subjects of discourse they may be, and however trifling and unworthy of attention they may appear, are of the utmost importance in the science and art of Arithmetic. They are just what the letters of the alphabet are to reading. We *expect* to have *all* our pupils acquire such a power over the letters of the alphabet as to be able to call each printed word the moment their eyes fall upon it. No one is a tolerable reader who cannot do this readily and easily, and no amount of labor necessary to give this power is regarded as too much to devote to the *primary* lessons in reading. So the child should be drilled in this department of numbers, till he has such a power

over them that the instant his eye falls on the numbers to be combined, he can seize the result and use it. Anything less than this is insufficient.

This power over numbers is as easily acquired as the power over the letters of the alphabet, to which I have referred. And how is that obtained? The child first learns some of the letters. Then the teacher combines them in a word, as C A T. The teacher calls the word; lets the child call it after him; points out the letters separately and lets the child distinguish each; points out the word in another place to see if the child can recognize it; requires the child to point it out and call it, now by itself, now to select it from other words; and so he goes over it again and again, day after day if need be, till the word is *learned*. We have all been taught in some such way as this, and what a power do we possess in the art of reading. We take a book which we have never before seen, and which treats on an unfamiliar subject, yet we can call the printed words as rapidly as we can speak. Nay, more; the eye and the mind can recognize them more rapidly than the tongue can utter them. So skilled may we become in the mere mechanical art of reading that we may read pages aloud, calling every word correctly, and yet not note a single thought which has been expressed. In reading, the eye is usually in advance of the tongue. Who that reads much aloud, has not at some time or other found his eye glancing at words printed in one place, his tongue pronouncing words printed in another, and his mind dwelling on thoughts expressed by words printed in still another?

A similar course would give our pupils as great a power over numbers. Accountants often acquire it. An accountant once told me that in adding up long leger columns, he had often been surprised to find his eye at the top of the column, the result of the addition at his tongue's end, while, as far as he knew, his mind was engaged on numbers expressed between the bottom and top.

In passing to operations involving higher numbers, they should be so presented as to exhibit their dependence on the primitive ones, and to secure at once accuracy, confidence and rapidity. A thorough drill should be given upon the mechanical processes, and to insure the best possible results, the exercises should be given in a great variety of forms. I will suggest a few of them.

How many are five, nine, eight, seven, four, nine, six, eight, seven, six, eight, five, nine, three and six?

How many are twenty-four, plus eight, plus six, minus nine, minus four, plus seven, minus eight, minus five, plus seven, plus nine, plus eight, minus four, minus six, plus two?

How many are five times seven, plus one, divided by six, multiplied by nine, minus six, divided by six, multiplied by eight, plus nine, plus six, plus five, divided by seven?

Multiply three-fourths of twelve, by two-sevenths of twenty-eight, add one-eighth of forty, divide by one-seventh of forty-nine, multiply by three-eighths of sixteen, and add four-ninths of eighteen.

These are but a few of the forms in which such exercises may be given. The questions should be given as rapidly as the condition of the class will allow, and scholars may be profitably exercised upon them, in connection with other work, at all stages of their progress. No very great amount of practice is necessary to give pupils a power of performing such operations as rapidly as the tongue can indicate them. I have to-day given these examples no more rapidly than I am in the habit of given them to my own pupils, or than they are given daily in some of the Public Schools of this city.

By such exercises, pupils not only gain an almost perfect command over numerical operations, but they acquire great mental activity and quickness of thought, and a power of concentrating their undivided energies on the process they are required to follow. They must shut out from their mind, during the operation, everything which does not belong to it, or they cannot obtain the result; for if a single number or step of the operation is lost, it cannot be recalled, nor is there any time to rectify errors. Such work, then, aside from its arithmetical utility, cannot fail to give much valuable mental discipline.

The reasoning processes of Arithmetic should receive the careful attention of the teacher. They are sometimes apparently difficult and complicated, but may always be reduced to very simple elements. Those involved in Multiplication and Division can be the most easily exhibited in such a discussion as this, and I will ask your attention to them for a few moments. Suppose that the question, "How much will four apples cost at three cents a piece?" should be proposed to a class. The answer promptly given will be 12 cents. "But how do you know?" says the teacher. "Because 4 times 3 are 12," replies the scholar Mary.

But this is not enough. The scholar should trace clearly and state the connection between the problem and the result, 4 times 3, but he should first be led to see the deficiency of his former answer. To show him this, the teacher may reply, "Yes, I know that 4 times 3 cents are 12 cents, and so 4 times 4 cents are 16 cents. Why do you not say 16 cents then?" "Because the apples cost 3 cents a piece; not 4." "Then why not say 15 cents, because 5 times 3 cents are 15 cents?" "Because there were only 4 apples, and they cost 3 cents

apiece." The pupil will now see that to make his reasoning perfect, he must take into account the number of apples and the price of each, and will after a little effort be able to give a perfectly rigid demonstration, similar to the following. "If one apple cost 3 cents, 4 apples will cost 4 times 3 cents, which are 12 cents. Therefore 4 apples at 3 cents a piece cost 12 cents."

It is much better that the scholar should thus discover this process for himself, than that the teacher should give him an arbitrary form for it, for he will better understand and appreciate its nature. Moreover he will be thrown more fully upon his own resources, and will do more of the work for himself. It should be always borne in mind that it is work which the scholar does for himself which educates him. The work done by the teacher cannot do it. He is the best teacher who throws the most work on his pupils, and does the least direct work for them. Indeed, were it possible for a teacher to stand before his school and do nothing himself, yet keep every scholar profitably and constantly employed in performing the appropriate work of the school-room, he should do it; and he who could do it, would best deserve the title of Model Teacher.

The reasoning process now given, simple as it is, is the key to all processes in Multiplication which are required in Arithmetic, even those which depend directly on Algebraical or Geometrical principles. There is not in Arithmetic, from beginning to end, a question requiring a multiplication not depending directly on Algebra or Geometry, which does not require essentially this process. By fully mastering it, then, in its simplest form, we are preparing to refer to the same simple principles, questions apparently entirely unlike.

Thus 4 yards equal how many feet? This question is, in works on Written Arithmetic, classed with questions in "Reduction Descending," and a special rule is given for their solution. But it requires (the Tables being learned) no new principle, reasoning process, or operation. Thus since one yard equals 3 feet, 4 yards must equal 4 times 3 feet, which are 12 feet.

Reduce 4 to thirds. This is classed with questions in the "Reduction of Whole Numbers to Improper Fractions," and is honored with a new rule. The simple solution, however, is, "Since one equals three-thirds, 4 must equal 4 times three-thirds, which are 12-thirds."

"What will 4 yards of cloth cost at 3-twentieths of a dollar per yard?" This again is thrown into a new class, viz.:— "To multiply a Fraction by a Whole Number," and has its peculiar rule. The soution is however as before. "If one yard costs 3-twentieths of a dollar, 4 yards will cost 4 times 3-twentieths

of a dollar, which are 12-twentieths of a dollar." The list might be extended indefinitely, but cases enough have been given to show the absurdity of the common classification, or rather the absurdity of requiring scholars to burden their memories with formal arbitrary rules. I have given four questions, all, as we have seen, alike in principle, and all involving the same reasoning process; yet by the system of rules, the pupil is required to learn them as though they had nothing to do with each other. He first learns his rule for Simple Multiplication, then, after turning over a few pages, he comes to Reduction Descending, when he must learn a new rule, and how to work by it; a little further on is Reduction of Whole Numbers to Fractions, with a new rule to be learned, and a process presented as new to be mastered; and so on again to Multiplication of a Fraction by a Whole Number, when the same process is to be repeated. Now is not this unphilosophical? Does it not render the subject altogether too complicated, and impose a great amount of needless labor on the pupil?

In Division, there are two forms of reasoning process corresponding to two distinct classes of questions. One of them will be required in the solution of the question, "How many apples at 3 cents apiece can be bought for 12 cents?" The reasoning process required is in spirit as follows:—"If for 3 cents one apple can be bought, for 12 cents as many apples can be bought as there are times 3 cents in 12 cents, which are 4 times. Therefore 4 apples at 3 cents apiece can be bought for 12 cents."

The following questions require this process;

12 yards equal how many feet?

12 thirds equal how many ones?

How many yards of cloth at 3-twentieths of a dollar per yard, can be bought for 12-twentieths of a dollar?

To illustrate the other form of reasoning process, let us consider the question, If 4 apples cost 12 cents, what will 1 apple cost? The reasoning process is, If 4 apples cost 12 cent, one apple will cost one fourth of 12 cents, which is 3 cents.

The following questions require the same process, which, as will be perceived, recognizes the principle of Fractions.

What will 1-fourth of a barrel of flour cost at 8 dollars per barrel?

If 4-sevenths of a yards of cloth cost 12 cents, what will 1 seventh of a yard cost?

The processes thus hastily sketched are all which can occur in Multiplication and Division, except when we come into the province of Algebra or Geometry. They will not always assume precisely the forms which have been given, but in spirit and essence they will be the same. And they are the key to all

operations in Multiplication and Division. Equally simple and general are the processes required in Addition and Subtraction. We would not be understood to say that no problem requires the application of more than one of these processes; far from it. A problem may require several of them, or that the same process shall be many times repeated; but each process shall of itself be simple, and in all such cases the original problem can be resolved into a series of simple ones, each as simple and easy of solution as those we have given. We say, then, that these processes are the key to all arithmetical operations, and submit the question,—Is it not better, is it not more philosophical to require our pupils perfectly to master these, and to base their work upon them, and learn every where to apply them, than to burden their memory with so many arbitrary rules and useless distinctions? In the one case we are teaching principles, developing the reasoning powers, and cultivating the whole mind, while in the other we are teaching forms and cultivating the memory only.

In Mental Arithmetic we take such a course as has been recommended. We do teach principles, we do require our pupils to follow out rigid reasoning processes. What teacher in using Warren Colburn's First Lessons ever thought of giving his pupils a rule? Yet every one praises that book as the best ever written; every one who ever studied it speaks of it as the one from which he derived his most valued arithmetical knowledge and discipline. Why is this? Simply, I fancy, because it has no rules, because it throws the pupils so much upon their own resources, compelling them to learn principles, to follow out rigid reasoning processes, and connected trains of thought, to examine and know for themselves the necessity and reason of the steps they take and the operations they perform.

When the scholar has been through Mental Arithmetic and takes up Written, he seems to have entered on an entirely different field, where all that he has formerly learned is to be thrown away. At the very outset he is required to learn an arbitrary rule, then another, then another, &c., &c., learning each as a new and distinct thing having nothing to do with any other principle or process, or with anything previously learned, when perhaps precisely the same operations may be required, and the same principles involved in all of them. Is this philosophical? What difference is there between Mental and Written Arithmetic, to require so wide a difference in our methods of teaching them? The only real difference in their nature is that in Mental Arithmetic we must retain in the mind the numbers we use and the results we obtain, while in Written Arithmetic we write them, and thus relieve the memory.

Another point which I would suggest is, that scholars ought always to prove their work for themselves, instead of verifying it by comparison with the work or answer of another. I believe that the practice of placing the answers to arithmetical problems within reach of the pupil, either in the text-book or key, is always injurious.

In the first place such tests are unpractical, for they can never be resorted to in the problems of real life. What merchant ever thinks of looking in a text-book or key, or of relying on his neighbor to learn whether he has added a column correctly, drawn a correct balance between the debit and credit sides of an account, or made a mistake in finding the amount of a bill?

When a pupil, having left the school-room, performs a problem of real life, how anxious is he to know whether his result be correct! Neither text-book nor key can aid him now, and he is forced to rely on himself and his own investigations to determine the truth or falsity of his work. If he must always do this in real life, and if his school course is to be a preparation for the duties of real life, ought he not to do it as a learner in school? Is it right to lead him to rely on such false tests?

But the labor of proving an operation is usually as valuable arithmetical work as was the labor of performing it; and it will oftentimes make a process or solution appear perfectly simple and clear, when it would otherwise have seemed obscure and complicated.

Again, the science of Mathematics, of which Arithmetic is a branch, is an exact science; it dwells in no uncertainties, its reasonings are always accurate, and, if based on true premises, must always lead to true results. In Arithmetic, the pupil may always *know* that a certain step is a true one, and one which he has a right to take. He may *know* whether he has taken it correctly, and thus be certain of the truth of his first result. He may be as sure of the truth of his second step and second result, and of his third and his fourth. And when he reaches the end, and obtains his final result, he may be as sure of the truth of that as of any preceding; so sure that he will be willing to abide by it and stake his reputation upon it. And the subject should always be so presented that the pupil will be forced to apply such tests, and to determine for himself the truth and accuracy of his processes, and thus be led to form a habit of patient investigation and just self-reliance.

With these views, then, I would do away with everything like an answer in the text-book, and with everything like a key. I would from the first throw the scholars on their own resources, and hold them strictly responsible for the accuracy of their work. Such a course, faithfully followed, would almost entirely

prevent the formation of those careless habits of work which scholars so usually form. How often may we see a scholar studying with book and slate before him in a manner something like the following. The book is open perhaps at simple addition. Every problem on the page is one in addition, and usually all the numbers in each problem are to be added together. The pupil knows this, and so, without reading the problem he is to solve, or noting its conditions, he writes all the numbers mentioned in it, adds the first column, compares the unit's figure of the result with that of the answer in the book,—if alike, right and the second column is added; if unlike, wrong, and the whole is removed, only to be re-written as carelessly as before, or to prepare the way for the call, "Please to show me how to do this sum."

Is not this a true representation of what has taken place again, and again, and again in our schools, and is called the study of arithmetic? But it is no study, it is a caricature on study. And can we wonder that pupils who pass through our schools subject in a greater or less degree to such influences, fail to become fitted for business pursuits and duties? Go to the counting-room and ask the merchant if the boys who come to him from the school with the reputation of being good arithmeticians are prepared for an accountant's duties, and he will tell you that he would scarcely trust one of them to add up a leger column, or make out a simple bill. Ask him again if he follows the processes he learned at school, and he will reply that he never uses them, and has entirely forgotten them; yet he will put our school-boys to shame by the rapidity and accuracy with which he performs his work; and he has acquired this power by being thrown on his own resources, by being forced to throw away all arbitrary rules, by learning to consider each example by itself, by learning to seize it in its most vulnerable point, and perform it in the most ready manner possible. So it should be in our schools.

Is it asked, "Would you have no rules?" I think them useless, unless for the operations depending directly on Algebra and Geometry; for so long as the scholar finds it difficult to reason out and explain fully his processes, the labor of doing it will be the most profitable which he can perform; and when it becomes perfectly easy, the whole thing will be understood, and no rule will be needed, other than that which the scholar himself will give in describing his processes.

I have thrown out these sentiments, Fellow Teachers, for your consideration. I have spoken very freely and frankly, and have endeavored to give my honest opinions and views, assured that they will receive such treatment at your hands as they may deserve.

ON SPEAKING THE ENGLISH LANGUAGE WELL.

By the phrase "speaking the English language" we mean to include reading, conversation and what is commonly called public speaking. In this brief article we shall confine ourselves to one point — the correct and tasteful utterance of words — good pronunciation — without entering at all upon the broader fields of discussion in regard to the selecting and arranging of words in sentences, in accordance with the principles of good taste. We all know that the laws of our language are established by the usages of our best speakers and writers; that is, those who *pronounce* our language in the most accurate and agreeable manner; and those who arrange words into sentences in such a happy style as to attract and secure the attention of the reader, and to impress upon his mind the authors' ideas, and at the same time to gratify a cultivated taste.

The space allowed for this article will confine us to a few illustrations of the evils of *bad pronunciation*. Vulgar forms of speech corrupt the tastes and minds of a community.

> "Words lead to things: a scale is more precise, —
> Coarse speech, bad grammar, swearing, drinking, vice."

It has often been asserted, and we presume it is true, that there is not a country on the face of the earth in which so large a proportion of the population speak the national language *decently well*, as in the United States. But on the other hand we believe it to be equally true that there is not a civilized nation under the sun in which *so small* a proportion of the *educated* people are in the habit of speaking the language of the country *very well*.

In New England all Americans can read and converse *tolerably well;* and a large proportion of the men will venture upon public speaking on some of our various occasions for discussions.

But how few in comparison with the whole number of *well educated* persons among us have ever acquired an *elegant pronunciation* of our language — have ever accustomed their organs of speech to stamp upon all their words the true sounds and accents which give them a completeness and finish as they fall from their lips like perfect coins from the mint.

We do not consult our dictionaries enough, nor are we sufficiently careful to ascertain precisely what sounds the marks used by the lexicographer are designed to indicate. And moreover we do not cultivate our ears enough to perceive many of the nicer distinctions in the sounds of our language, nor do we train our organs of voice sufficiently to make them utter with ease and elegance these important distinctions. We will allow that the distinct and beautiful pronunciation of a *well educated*

English gentleman or lady puts to shame the less elegant utterance of our best conversers; but we should not on that account imitate all Englishmen, cockneys and all.

Cockney, says Noah Webster, is "most probably" derived from an old Latin word that used to signify kitchen, cook, or waiter at table. One of the early English poets seems to have used the word in the latter sense:

> At that feast were they served in rich array,
> Every five and five had a Cockeney.

In England this cockney dialect, or "Kitchen English," is confined below stairs, and is never allowed to appear in any well-bred and well-educated family in the realm. But in this country, unfortunately, certain forms of this vulgar speech have been permitted to come into the parlor, and mingle in good society. We laugh at certain forms of Cockney-English, while at the same time we imitate others equally offensive to good taste. When we hear an Englishman speak of "*h*eating 'am and *h*eggs," "'aving 'ot cffee," for his breakfast, we look knowing at each other, and say something about Yorkshire cockneys.

But when a young glove-fingered London cockney comes here, either to see the country or to transact some business, he presents his letters of introduction and receives some social attentions. In conversation, he informs our young ladies and gentlemen that "the English clergy always wear *wite* cravats *wen* in the pulpit, *wich* he observes is not the uniform custom in this country, *were* he has been." Immediately young America begins to imitate this cockney English, and he is soon heard speaking of the "*weels* of carriages," the "*wig* party," "steam *wistles* on locomotives," &c. Even blushing young ladies have been suspected of *wispering* to each other about young gentlemen's *wiskers*. Old and young sit down together in the evening to play *wist*.

This vulgar practice of omitting to sound the *h* when it comes after *w*, in a large class of words in our language, has been tolerated so long, that it is beginning to be considered a *respectable* if not an *elegant* way of speaking. But it is Cockney-English; and is fit only for a kitchen dialect.

Nowadays a young boy begins by calling one of his playthings a *wip*, and then he boasts of his skill in *wittling*, and when he comes to be — as he sometimes does — an old boy, he ends by calling for more *wiskey* punch.

The schools are fighting against this detestable cockney style of speaking, but the street practice and the home practice are forming habits which are already getting the balance of power in the schools. We appeal to the ladies, who as a class always

speak better English than gentlemen, to exclude this and all other cockneyisms from their society, and to teach their children to shun these vulgar pronunciations as they would serpents. Americans ought to speak their language with as much purity and taste as the nobility of England, who draw their language from "the well of English, undefiled."

WHIPPING BY PROXY.

It is a very curious fact, that in the early times of English history, the sons of great men used to be whipped by proxy. The following passage displays in true colors the harshness of the aristocratical spirit prevalent in those days.

"Of all the acts of cruelty exercised on the young students of that age, none was so unjust as the practice that prevailed of *whipping them by proxy*. In an old comedy written by Christopher Tye, is a dialogue to that purpose. Tye and Cranmer are met by one Brown, a young student of music, bearing the Prince's cloak and hat. Cranmer inquires what is become of the Prince, and is told that he is at tennis with the Marquis of Dorset; upon which the following dialogue ensues:

CRANMER.—Goe, beare this youngster to the chappell straight, and bid the maister of the children whippe him well;
The Prince will not learne, Sir, and you shall smart for it.
BROWNE.—O good, my lord, I'll make him ply his book to-morrow.
CRANMER.—That shall not serve your turne. Away, I say.
[*Exit Browne.*]

So, Sir, this police was well devised; since he was whipt thus
For the Prince's faults.
His Grace hath got more knowledge in a month,
Than he attained in a year before;
For still the fearful boy, to save his breech,
Doth hourly haunt him wheresoe'er he goes.
TYE.—Tis true, my lord, and now the Prince perceives it;
As loath to see him punish't for his faults,
Plies it on purpose to redeem the boy."

The practice of whipping poor children for the faults of their superiors, probably had its rise in the education of Prince Edward, and may be traced down to the time of Charles I. Bishop Burnet, in his History of the Reformation, mentions Barnaby Fitz-Patrick as *whipping boy* to Prince Edward; and the same author, in his History of his Own Times, takes notice of Mr. Murray, *whipping boy* to Charles I.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
C. J. CAPEN, ... *Dedham.* } { E. S. STEARNS, .. *Framingham.*

[For the Massachusetts Teacher.]

BRIDGEWATER NORMAL ASSSOCIATION.

THE Thirteenth Annual Convention of the graduates and students of the Bridgewater State Normal School, was held in Bridgewater, on Wednesday, Aug. 16th, 1854.

The Association met at an early hour at Normal Hall. Here, for a season, friends and classmates interchanged friendly greetings, and the merry tone and animated countenance betokened the pleasure felt by each one of the company, at being present at another of the Normal *Reunions.*

At 10 o'clock A. M., the Convention was called to order by the President, Albert G. Boyden, Esq., of Salem. After reading of the Secretary's Report, a Committee of five, consisting of Messrs. James T. Allen, R. Edwards, A. Wood, J. D. Whitmore, and W. N. Clark, was appointed to report a list of officers for the ensuing year. The Committee reported as follows:

Prof. E. A. H. Allen, of Troy, N. Y., President; E. C. Hewett, of Bridgewater, Vice President; B. C. Vose, of Roxbury, Secretary; J. H. Root, of Byfield, Treasurer; Geo. A. Walton, of Lawrence, Chief Marshal.

This report was unanimously adopted. The Treasurer's report was read by R. C. Metcalf, and accepted. R. Edwards, Esq., Chairman of the Committee appointed last year to procure a Lithograph of Mr. Tillinghast, late Principal of the Bridgewater State Normal School, reported verbally that several hundred copies had been prepared for sale among the members, and suggested various methods of disposing of the same.

Mr. D. P. Colburn made a brief speech, paying an eloquent tribute of esteem and regard to Nicholas Tillinghast, Esq., who from continued ill health, had been compelled to resign the office of Principal of the Bridgewater State Normal School, the duties of which he had so long and faithfully performed.

Feeling and appropriate remarks were also made by Mr. Edwards and Mr. Walton. Each spoke of the debt of gratitude due Mr. T. for his efficient and long-continued labors. As an indication of the feelings of the Association towards our respected and beloved teacher, it was voted *unanimously*, that a Committee of five be appointed to procure a portrait of Mr. T. to be placed in Normal Hall, at the expense of the Association.

The President stated that the sum raised and presented to Mr. Tillinghast one year ago, amounted to $475. Mr. T. through the President returned his sincere thanks to the members for this kind testimonial of their regard. At 12 o'clock, the Association, under the direction of the Chief Marshal, and led by the Bridgewater Cornet Band, marched in procession to the Unitarian Church. The church was well filled by teachers and other friends of education.

The exercises were introduced by a voluntary by the Normal Choir. Selections from Scripture were read and prayer offered by Rev. T. E. Bliss, of Middleboro, Chaplain of the day.

An original Hymn by a lady member, was then sung, after which the President announced Prof. E. A. H. Allen, of Troy, N. Y., as the Orator of the day. He stated as his subject, "What constitues a true method in Teaching."

The Speaker enlarged upon the vital necessity to the Teacher of *system* and *method*. Without care in arrangement and classification, little progress among pupils can be expected. The danger of servile imitation, want of individuality, and of being tied to an arbitrary set of regulations, was adverted to. There is no principle of American Education so important as that of the *mind's freedom*. The teacher should hold himself in readiness to receive truth from every source. He should study *Human Nature*, and become fully acquainted with the dispositions of his pupils. A frequent cause of failure is *too much regard* to *words*, without reference to the *ideas* which they convey. It is not enough that the pupil be made to commit to memory certain words, — the truths which they express should be felt.

We have not attempted to give even an outline of this admirable address. It was clear, logical, eloquent, and *eminently practical*, and was attentively listened to. Mr. Allen is a gentleman of distinguished, scientific and literary attainments, and is a graduate of whom the Bridgewater State Normal School may justly be proud.

On the conclusion of the exercises in the Church, the Association proceeded in procession to the Town Hall, which was tastefully decorated for the occasion. Here a bountiful collation was provided, to which ample justice was done.

At a proper time, the President introduced the intellectual repast by an appropriate address.

Speeches full of interest were made by Marshall P. Conant, Esq., the present able and distinguished Principal of the Bridgewater State Normal School, Thos. Sherwin, Esq., Principal of the English High School, Boston, Dana P. Colburn, Esq., Principal of the Rhode Island Normal School, Richard Edwards,

Esq., Assistant Secretary of the Board of Education, Rev. Mr. Allen, of Bangor, Rev. Mr. Bliss, of Middleboro', Rev. Mr. Rodman, of Bridgewater, John Kneeland, Esq., of Dorchester, and E. C. Hewett, Esq., of Bridgewater. Perfect silence pervaded the Hall, interrupted only by bursts of applause.

The Association adjourned to Normal Hall, where some necessary business was performed. Appropriate mention was made of the recent death of C. C. Greene, of Rhode Island, a brother Normal and distinguished teacher.

The exercises of "*Convention Day*" ended with a social levee at the Town Hall, which was fully attended. The inspiriting music of the Bridgewater Band added much to the enjoyment of the occasion.

At a late hour, the members separated, well pleased with the exercises of the day, and feeling strengthened to perform with more faithfulness than ever before, the duties of their noble vocation. ALBERT STETSON, *Secretary.*

EDUCATIONAL MEETING.

THE Quarterly Meeting of the Teachers' Association of San Francisco, was held last Friday evening, at the Washington street Baptist Chapel, Mayor Garrison presiding. The meeting was opened with prayer, by Rev. Mr. Brierly, and singing by the choir. A fine Essay, on the importance of cultivating a "Love for the Beautiful," was then read by Mr. J. Swett, Principal of the First District School; after which Mr. W. H. O'Grady, City Superintendent of Schools, delivered a very interesting and appropriate Address to the Teachers, on topics connected with their duties and with general education.

Hon. Paul K. Hubbs, State Superintendent of Public Instruction, fortunately being present, then arose and addressed the meeting in his usually able, interesting and highly felicitous manner. His remarks were received with much demonstration of feeling on the part of his audience, and he sat down in the midst of great applause!

Rev. Mr. Gray, in a few practical remarks alluded to the great improvement in the schools during his short residence here and to the amount of natural talent he had discovered in them. He was followed by Rev. M. C. Briggs, who briefly but elo quently touched upon the distinguishing characteristics of American Education.

Mr. Webb, late Mayor of Salem, Mass., made some very happy remarks appropriate to the occasion; as also Mr. Wells, of the Board of Education, referring to the Superintendent's report, found on our first page.

Mayor Garrison stated that $40,000 had been appropriated for the purpose of erecting new school-houses. A few months ago the schools were kept in hovels, now they were in comfortable rooms; and in a few months he hoped that school edifices would be erected which would do honor to the city of San Francisco.—*The Pacific.*

NINTH QUARTERLY REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS.

Mr. Wm. H. O'Grady, Superintendent of Public Schools in San Francisco, has favored us with a copy of his quarterly report presented to the Board of Education.

It is a clear and well-written statement of the condition of our Free Schools, the number of teachers and pupils they contain, studies pursued, improvements made and the expenses incurred by them for the last quarter.

These schools are seven in number, located in different parts of our city, and have furnished instruction in all to some 1454 children, as will appear by the following exhibit.

STUDIES, ETC., ETC.

Whole No. pupils in attendance during terms,	1454	Preceding term,		1399
Boys,	840	...	...	785
Girls	614	...	...	614
In Orthography,	1454	...	...	1399
In Reading,	1454	...	...	1399
In Writing,	677	...	...	608
In Vocal Music,	879	...	...	284
In Geography,	523	...	...	507
In Arithmetic,	839	...	...	668
In English Grammar,	165	...	...	146
In Elocution,	187	...	...	139
In National Philosophy,	18	...	...	14
In History,	14	...	...	30
In Bookkeeping,	2	...	...	2
In Composition,	95			
In Drawing,	310			
In Algebra,	3			
In Physiology,	11			

It would be unjust to pass over the studies pursued without comment. It is worthy of remark that the fundamental branches

taught in our schools are *thoroughly* taught; that the motto seems to be, "How well," rather than "How much." The *Reading* is generally *excellent*. Perhaps in *no* city can be found a greater amount of good reading, among the same number of pupils of equal age, than here.

In articulation, accent, emphasis—in the *whole* enunciation, there is a strong evidence of an understanding of the subject, as well as propriety and beauty of expression.

In *Orthography*, correctness of expression and fulness of language are given, by slate exercises and definitions. *Singing* is a favorite exercise. It is found to be very promotive of harmony, unity and progress. The labor of the teacher is much lessened by it, particularly in governing. In *Geography*, map drawing is practised in most of the schools, as a means not only of fixing topography, but of sharpening the perceptive faculties and cultivating the taste. The lessons are not so much verbatim as understandingly recited. *Arithmetic* shows a large increase over last quarter. It is perhaps a compliment to the teachers to say that this is a favorite subject with them—that they seem to prefer it to most other branches which they are required to teach; and in teaching their pupils to think, to reach after *principles*, they are quite successful. *English Grammar* is reduced to the same rational method. The principle rather than the rule, and the reason equally with the cultivation of the memory, are what are sought for.

The text-books hitherto have been of a too miscellaneous character, and a list is given of those recommended to be used.

TEACHERS.

The teachers are now seventeen in number, and order as follows:

No. 1. Mr. J. Swett and Miss Marion Bain.

No. 2. Mr. James Denman, Miss A. E. Sandford, Mrs. E. Wright, and Mrs. S. A. Hazelton.

No. 3. Mr. E. H. Holmes, Miss H. A. Hanche, and Miss M. S. Haynes.

No. 4. Mr. Ahira Holmes, Miss S. Allyne, and Miss E. Durgin.

No. 5. Mr. H. P. Carlton, Mrs. A. W. Milbury, and Mrs. O. P. Cudworth.

No. 6. Mr. J. C. Morrill.

No. 7. Miss Clara B. Wallbridge.

Since the commencement of the Quarter, the teachers have formed themselves into a Society, called "The San Francisco Teachers' Association," and have drawn up and adopted a Constitution and code of By-Laws for their government and

regulation in the same. The object of this Association is the improvement and advancement of teachers in the *science* and *art* of their profession.

The regular meetings are held at the school-room on Washington Street, on the last Friday of every month, at 7 o'clock, P. M.; and quarterly meetings are to be held as provided for by ordinance, on the last Friday of each quarter. It is hoped and expected that the friends of the schools will attend these monthly and quarterly meetings. In connection with this a *Public School Library* should be established. This would be highly beneficial to teachers and to students of a suitable age, connected with the schools. Means for this purpose should be furnished soon, at least, to make a beginning. A generous public also will, no doubt, aid by donations of money for this laudable purpose.

QUARTERLY EXPENSES.

Teachers' Salaries, ...	$6,400.00
Rent, ...	2,361.00
Repairs and Fixtures, ...	1,795.27
Sundries,—Stoves, Furniture, Fuel, &c.,	797.86
Amounting to . . .	$11,354.13

He advises an increase of monthly appropriation to meet the growing wants of the schools,—the attendance continually increasing and requiring more teachers.

In the schools easy of access the attendance has been, not only great, but comparatively *regular*, and a large proportion of the children and youth attending are of the best and most respectable families in the city. The pupils also are more advanced in age and attainments than at any time before, since the beginning of the enterprise. New branches have been commenced and new classes formed.

With the return of the dry season there will, no doubt, be an attendance so great, that the present school buildings will not be adequate to the wants of the city.

This is worthy of the consideration of the Common Council. A liberal provision should be made as soon as possible for the permanent establishment of the schools in large, commodious and suitable buildings; for order, habits of thought, character and progress depend much upon proper outward circumstances, as well as upon the precepts and examples of competent teachers.

Besides suitable Common School buildings, a High School should be provided for. Advanced pupils are constantly arriving in the city, and daily entering the Public Schools.

Such will very soon require the facilities for acquiring more than the mere elementary branches—facilities for improvement in the higher Mathematics, the Natural Sciences, the Languages, &c. Though the Common School may and can do much for the advancement of the pupil, yet its peculiar purpose is to lay the beginning of the foundation merely. Its elements, its constitution, necessarily debar it from ascending higher in the scale than to a certain medium pitch.

A school for the Colored Population should be established. Many families are now in the city, and the number is constantly increasing. There are at present within the city limits colored children sufficient to form a school more than large enough for one teacher.

But before any school, no matter how well endowed, can be successful, all external counteracting influences must be obviated. At the present time hordes of young vagabonds daily prowl about the schools, in the streets, and throughout the city, not only wasting their own precious time for improvement, but tempting the pupils of the school to truancy and vagrancy, to idleness, mischief and wickedness.

It would be well if it were made the special duty of the Police to keep the streets clear of all children and youth of an age suitable for school, who have no visible business or employment in the streets, between the hours of 9 A. M. and 4 P. M. This would be sufficient until a House of Correction, or City or State Reform School, could be established. Perhaps it might prevent the necessity of establishing one at all, or at least for some time to come.

Thoughtful provision by those in power, the coöperation of parents and all who should take an interest; intelligence, industry, and faithfulness of teachers—will promote the interests, insure the progress, and perpetuate the existence of the people's favorite institutions.—*The Pacific.*

TEACHERS' INSTITUTES.

Mansfield,	October	2— 7.
Lee,	"	9—14.
Barre,	"	16—21.
Randolph,	"	23—28.
Franklin,	"	30—Nov. 4.

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 11.] DAVID S. ROWE, EDITOR OF THIS NUMBER. [November, 1854.

TEACHERS' ASSOCIATIONS.

THE month of August exhibited to the citizens of Providence, to the people of the United States, and may we not say, to the world, — a cheering spectacle. In that city, where true liberty first found its foothold in New England, where Roger Williams planted the seed, we have seen the fruit hang ripening in the sunshine of prosperity. The seed was religious freedom; the fruit is the appreciation of mental culture. A thousand teachers, and more, were there to see and to hear and to be benefited. They came with a purpose; they went away feeling that an object had been attained. What was *said*, a late number of the "Teacher" has well recorded; what was *thought*, no printed words have yet announced, but as we looked again and again at the vast assemblage in Railroad Hall, we fancied that we could read on those faces the satisfactory consciousness that

> What of power they lacked, new power they would receive;
> And that a spark from each surrounding face,
> Would lighten up their own.

The tested experiment will always command greater confidence than the theorized imagining; and so the firm conviction of those who attend such gatherings as the late convention at Providence, *that new ability is there gained*, must always bear down the firmest persuasion on the part of unsympathizing teachers, that they but pander to ambition, and are in all ways pernicious.

To us as an individual, there has never a doubt arisen, that the frequent meeting of teachers, as of men of any other profession, is highly advantageous. The large attendance of Massachusetts teachers at the meeting at Providence, persuades us that the readers of our organ are strongly impressed with

the utility of such conventions. But the absence of large numbers from our western counties and from our large cities, testifies to the fact that there exists inability to attend them, indifference to them, or direct opposition, perhaps all of these.

Shall we address those alone who are indifferent or opposed to teachers' associations, and have no word for that large class who claim to be pecuniarily unable to go out of their own State to attend them? We grant the justness of the plea. We know the meagreness of teachers' wages, but we would in all sincerity put the axe to the root of the tree, and ask the complaining teacher, Why do you not have a higher salary? Why do you remain stationary? When men in other professions rise and keep on rising in mental power, in intellectual culture, and in influence, why do you remain the image of fixedness? What do you read? What do you study? With whom do you associate? Do you always reach down to children, and never up to the great and the strong? In the school-room, walk with the young; out of it, with the mature. Do you not know that there is a great demand for men of high culture? We have no Grub street in America, nor shall we have in our day. Men of talents and acquirements will be well paid, for the present generation at least. If there be one axiom in political economy, it is this; a man receives what he is worth. It may come in the ringing dollar, the hard-earned social rank, or the tranquil feeling of self-satisfaction. To one who is successful in our profession, we may say it comes in all of these. Our teachers, it is true, cannot become wealthy, but there is such a demand for a higher order of ability in this direction, that that teacher who will use all the appliances at his command, must strangely fail, if he realize not a competence. It is a great and fatal mistake, that there is no demand for scholarly teachers. To say that it never was stronger, is of course a barren truism. But the demand for first class men, for men of ripe minds, trained powers, and gentlemanly bearing, is, if not more universal, at any rate stronger than for mere pedagogues, didactic hacks, men whose small stock of knowledge is cut and dried and laid on the shelf, occasionally taken down for school use, and then scrupulously replaced for future use. There is notoriously little scholarship in the profession. We could not mention ten teachers in the State, who can receive the appellation of learned, adjudged even by the American standard. How then can Massachusetts teachers raise the complaining plea, that they are not able to attend conventions fifty miles from home? Why do they not, both men and women, emulate the energy displayed in other professions, neglect not their schools, but give their strength and interest now squandered on light reading, to the best books, and to careful study; and master, however late in life, what

shall place them in wider fields of usefulness, and give them the ability to enjoy the pleasant interchange of thought at our Associations?

We should be glad to say more to this class, the pecuniarily unable, but our article must be short, or else unread. We have not made the above remarks with any assumption for ourselves of that scholarship which we deny in others. But we would state it as a distinct principle, which cannot be disproved, that if our teachers would claim with justice a higher rate of compensation, they must show themselves worthy to receive it; and we will venture to predict, that the more they rise in power and scope, the wider will they find the public hand extended, and the more generous will be the response to their efforts.

We have but a few words for our second class,—those who feel and manifest a profound indifference to our county, state, and even national conventions. We are glad that they are not to be found in Boston alone, for it would be sad to realize that that city which boasts so loudly and so justly too, of its teachers, should be accused of supporting men of narrow minds or of unhallowed avarice. But the class of which we speak, as it exists in this State, is undoubtedly large. We regret that this is the case. We know teachers of high ability and of unquestioned devotion to their profession, who manifest this indifference; and to such we would address no sentence which should savor of severity. We regret that they do not place themselves in a position to test the influence of our Associations, and take their place with the firm supporters or the determined opposers of them. We feel, we believe, we know, that any teacher who will attend them, with a desire to profit, will be encouraged and strengthened, if not taught: that he will go forward in his duty with more devotion, and that he will keep his heart more secure against the encroachments of foreign influences. We feel anxious that those of us who do not profess to have given them a fair trial, should do so; for neutrality in almost every case is often the synonym of insignificance; and besides this, we wish that those who are all that could be wished in the school-room, might be stimulated to let their light spread wider, and illuminate a larger sphere. We cannot regard those of our able teachers who are indifferent to Teachers' Associations, as enemies of educational progress; we would not even look upon them as

"Amici
Ferri jugum pariter dolosi,"

but we regret that they do not feel how much of influence they lose, and how much too of pleasure, by absenting themselves from our wonted gatherings. For our own part, we should hardly

be induced by pecuinary considerations to remove from a State where they do not take place: we profess no inconsiderable degree of attachment to our profession, but we need the cheering word, the timely hint, and the broad suggestion, which these meetings give. And even if we were compelled to meet there with inferior men alone, to impart instead of to receive, we should feel it to be a sacred duty, to be present when health and strength should allow, and do our humble part in holding up the arms of those whose strength might fail, or in striving to inspire courage in the faltering.

If we become thoroughly imbued with the spirit of our work, it is impossible for us not to become one-sided. Teachers must be our most trusted friends, and the makers of school-books our favorite authors. But much better is it to be bound with strong friendships, with a class of men with whom we have many interests in common, than to form cold acquaintance with men whose line of life totally diverges from our own. We often think of those harmonious words of Uhland, —

"Doch was alle Freundschaft bindet,
Ist wenn Geist zu Geist sich findet,"

and if there be anything which can bind soul to soul, it is a community of interests in a work like ours. Those firm attachments which spring up in the relaxation of our meetings, when the pedagogue so gladly becomes the man, must by drawing us so nearly together, hold us more closely to our work. "Union is strength."

Would Arnold have been indifferent to Teachers' Associations? Would he not have lent the whole weight of his influence to their encouragement? Let us not forget the great lesson of his life; — that we do not all our work in the school-room; that wherever in the world, we can say a word or strike a blow, which shall tend to improve humanity, to cheer, to strengthen or console, let us do it in the name of charity.

We trust that we do not harbor among us many who are opposed to Teachers' Associations. It is to be regretted that there are any such. Such opposition is in many cases the offspring of genuine conviction, but it is nevertheless the index of an abnormal character. While we will not say, that we do not regard a man in the complete possession of his faculties, who places himself in the way of their encouragement, yet we cannot consider such a man endowed with high powers of judgment. The opposition to them springs often, we doubt not, from a conviction, that they pander to a foolish ambition, laudable in the politician, but worthy of all reprobation in the teacher. We will not enter into an argument on this point. We grant that examples are to be found among teachers who mistake notoriety for fame. But we have no assault to make upon him who wishes to be well

known. Our profession looks out upon the world of honors at few points, but we do not see much jostling to occupy the favored spots. The teachers of Massachusetts can proudly say, that they harbor very few men of unhallowed ambition. We are not to close our eyes to the vast benefits which have resulted from Teachers' Associations, because they shelter here and there an aspiring demagogue. We must remember that these Associations, to be truly successful, must build on human nature, and must rest on many supports. If one of these be a reasonable desire to be known, why should the whole foundation be stigmatized as unstable and tottering?

We are convinced, however, that a great majority of Massachusetts teachers have a deep interest in these meetings; their influence is unquestionably very great. From them radiates a light which streams over our whole land. They are the central fires to which the other States now come to kindle their torches. We must keep these fires ever bright: if they grow dim, they will bring gloom everywhere. Let Boston take the lead in this as she has done in other things; Massachusetts looks to Boston as her head; and wishes to follow as Boston leads.

During the present month, we are to meet, as the Teachers of a State. We assemble, as men and women, of great diversity in age, acquirements, and ability, but with one common purpose. Old attachments will be revived, and new ones formed: some will give of the abundance of their thoughts; others will receive in their neediness; but all will be benefited. We do not plead in behalf of this meeting that many hints will be thrown out, or many schemes proposed, which will be received or adopted. We know that much that is said on such occasions is lost, simply because so much is said. But a word dropped upon this ear, and a sentence upon that, provoke thought, and thought speedily becomes action. We must not test the usefulness of our meeting, by the amount of information gained. We must remember that we assemble to derive food for thought rather than thought itself: that we assemble to have our energies quickened, our purposes strengthened, and our hold on the blessings of social life confirmed: yet, more, that we are to stand together as the representatives of Massachusetts schools; to testify to their strength, to their hold upon our affection; to utter words which do not lose their force at the borders of our State, but which loudly ring wherever it is remembered that Massachusetts is the mother of American schools. We ask in behalf of the teachers of the land, a full, inspiring voice from Northampton.

[For the Massachusetts Teacher.]

PHONETIC SPELLING.

WITH my strong convictions in regard to the advantage of following up words to their sources, of "deriving" them, that is, of tracing each little rill to the river from whence it first was drawn, let me here observe, as something not remote from our subject, but on the contrary, directly bearing on it, that I can conceive of no method of so effectually defacing and barbarizing our English tongue, no scheme that would go so far to empty it, practically at least and for us, of all the hoarded wit, wisdom, imagination and history which it contains, to cut the vital nerve which connects its present with the past, as the introduction of the scheme of "phonetic spelling," which some have lately been zealously advocating among us; the principle of which is that all words should be spelled according as they are sounded, that the writing should be in every case, subordinated to the speaking.

The tacit assumption that it ought so to be, is the pervading error running through the whole system. But there is no necessity that it should; every word on the contrary has *two* existences, as a spoken word and a written; and you have no right to sacrifice one of these, or even to subordinate it wholly, to the other. A word exists as truly for the eye as for the ear, and in a highly advanced state of society, where reading is almost as universal as speaking, as much perhaps for the former as for the latter. Moreover, that the permanence and continuity of language and of learning depend upon the written word, and that the connection of a true orthography with all this, is most intimate, is affirmed in our words "letters," "literature," "unlettered," even as in other languages by words entirely corresponding to them.

The advantages consequent on the introduction of such a change as is proposed, would be insignificantly small, while the losses would be enormously great. The advantages would be the saving of a certain amount of labor in the learning to spell; an amount of labor, however, absurdly exaggerated by the promoters of the scheme. This labor, whatever it is, would be in great part saved, as the pronunciation would at once put us in possession of the spelling; if, indeed, spelling or orthography could then be said to exist. But even this insignificant gain would not long remain, seeing that pronunciation is itself continually changing; custom is lord here for better or for worse; and a multitude of words are now pronounced in a different manner from that of a hundred years ago, so that before long, there

would again be a chasm between the spelling and pronunciation of words; — unless indeed the former were to vary, as I do not see well how it could consistently refuse to do with each variation of the latter, reproducing each one of its barbarous or capricious changes; which thus, it must be remembered, would take place not in the pronunciation only, but in the word itself; for the word would only exist as a pronounced word, the written being a mere shadow of this. When these had multiplied a little, and they would indeed multiply exceedingly, so soon as the barrier against them which now exists were removed, what the language would become, it is not easy to guess.

This fact, however, though alone sufficient to show how little the scheme of phonetic spelling would remove even those inconveniences which it proposes to remedy, is only the smallest objection to it. The far deeper and more serious one is, that in innumerable instances, it would obliterate altogether those clear marks of birth and parentage, which if not all, yet so many, of our words bear now upon their very fronts, or are ready upon a very slight interrogation, to declare to us. Words have now an ancestry, and the ancestry of words as of men is often a very noble part of them, making them capable of great things, because those from whom they are descended have done great things before them. But this would deface their scutcheon, and bring them all to the same ignoble level. Words are now a nation, grouped into tribes and families, some smaller, some larger; this change would go far to reduce them to a promiscuous and barbarous horde. Now they are often translucent with their ideas, as an alabaster vase is lighted up by a lamp placed within it; in how many cases would this inner light be quenched? They have now a body and a soul, and the soul looking through the body; oftentimes then nothing but the body, not seldom nothing but the carcass of the word would remain. Both these objections were urged long ago by Bacon, who characterizes this so-called reformation, "that writing should be consonant with speaking," as "a branch of unprofitable subtlety;" and especially urges that thereby "the derivation of words, especially from foreign languages, are utterly defaced and extinguished."

From the results of various approximations to phonetic spelling, which from time to time have been made, and the losses which have thereon ensued, we may guess what the loss would be were the system fully carried out. When "fancy" was spelled phantsy, no one could doubt of its connection, or rather its original identity with phantasy, no Greek scholar could miss its relation with *φαντασία*. Spell "analyze" as I have sometimes seen it, and as phonetically it ought to be, "analize," and the tap-root of the word is cut. What number of readers will

recognize in it then the image of dissolving and resolving aught into its elements, and use it with a more or less conscious reference to this? It may be urged that few do this even now among those who employ the word. The more need they should not be fewer; for those few do in fact retain the word in its place, prevent it from gradually drifting from it, preserve its vitality not merely for themselves, but also for the others that have not this knowledge. In phonetic spelling is in fact the proposal that the educated should voluntarily place themselves in the conditions and under the disadvantages of the ignorant and uneducated, instead of seeking to elevate these last to theirs.

TRENCH ON WORDS.

[For the Massachusetts Teacher.]

"DRY" BOOKS.

I HAVE often wondered at the unguarded manner in which men often display their mental calibre, by applying the epithet "dry" to books. Such persons are perhaps the very ones most anxious to have their judgment respected in the matter of deciding upon the relative value of printed works. And it is only from ignorance of what they do, that they display their want of taste, want of mental strength and mental cultivation, in stigmatizing books of rare merit, it may be, as dry. If you would be thought a sound critic of books, be cautious, very cautious, how you employ the word. Do not let it pass from your tongue, when not in the society of those whose mental habits you do not perfectly know. You may provoke contempt if you call Thackeray a genial novelist, but you may call forth pity if you term Dugald Stewart dry. If you wish to be known as an admirer of Chemistry, because you are pleased with witnessing phosphorus burn in oxygen, you are cautious enough not to call a lecture or ultimate analysis uninteresting, though you may not have comprehended a word of it; if you profess to be an admirer of the dramatic art, you do not venture to call Schlegel's lectures "dry," although you may never have been able to summon up fortitude to read ten consecutive pages; no one claims to be a lover of archæology, because he admires Becker's Gallus; Niebuhr must have an interest for him before he can set up such a claim. And yet we every day see persons who are anxious to be known as of good minds and refined tastes, asserting that such and such a book is dry. The fact is they have not yet grown up to its level. A book may be *poor*, but it cannot be *dry*. A child is pleased with nursery rhymes and tales, a lad with thrilling incidents, a youth with the calm

flow of a domestic story, a man with thoughts and reasons. I am not solely speaking of the childhood, the boyhood, the youth and the manhood of the body, but more especially of the mind. Without education, the mind cannot attain to perfect manhood. Many a man of sixty cannot follow an argument, however simple. Many a boy in years can comprehend and admire the philosophy of Pascal. The old man would think Pascal the "dryest" of books; the young admirer would turn with disgust from half the novels in print; he has grown beyond them. The old man has not grown up to Pascal, and hence he calls him "dry."

There is no subject which has ever been opened to the speculations of man, intrinsically uninteresting. To the chemist, the deepest investigations of the atomic theory are interesting; to the optician, the most profound researches into the nature of light; to the theologian, volumes of Hebrew commentary; to the philosopher, even the relics of exploded systems. Go through the metaphysical reading of Coleridge and DeQuincy, and the works of Kant, Descartes, and Leibnitz will have all the interest of Dickens and Thackeray. The greater the number of books which we *feel* are dry, the greater is our own ignorance; let us accept the sign. The fewer their number, the nearer are we to that Ultima Thule of our intellectual aspirations, universal scholarship, that broad knowledge of many things, which ought not to be spoken of but in words of praise, and whose great utility is, that, without exhausting any branch, it ever stimulates us to press forward for fresh stores of knowledge, and varied mental discipline. Let us not proclaim our own imbecility by calling books "dry" because we cannot appreciate them, but rather let us diligently search for the key to their interest, and make their authors our friends. W. L. G.

A PHILOSOPHER'S SELECTION OF BOOKS.

In reading Cadalso's Moorish Letters not long since, we were struck with the thought conveyed in one, the subject of which was the selection of books. The letter purports to be wrttten by a Moorish philosopher to his friend and pupil in Spain. The fine observation near the close, that poetry produces savageness of character if the mind rejects it, puerility if it be the study of the whole life, and elegance if it be cultivated a portion of the time, will strike every reader. The letter contains besides, an incidental statement of the value of various classes of books, suitable for the study of thinking men, and not less worthy of the perusal of the philosopher than of

the teacher. As the work has never been translated, and is therefore not accessible to most, we present the following version to our readers.

BEN–BELEY TO GAZEL.

"I have just finished reading the last book of those which you have sent me during the various travels which you have been making through Europe; and now the European works of distinct nations and times which I have read amount to some hundreds. Gazel, Gazel, without doubt you will hold as a great absurdity what I am going to tell you; and if you publish what I say, there will not be a European who will not call me an African barbarian; but the friendship which I profess for you is too great to prevent me from comparing the results of my observations with yours; and my sincerity is such, that in nothing can my tongue play the traitor to my heart. With this premising I will say, that I have made the following apportionment of the books which I have collected. I have reserved four of mathematics, in which I admire the capacity and keenness which the mind attains when well trained. As many others of scholastic philosophy in which I am astonished at the extraordinary conception into which the mind falls when it does not proceed upon fixed and evident principles. One of medicine. Another of anatomy, the reading of which was without doubt what gave rise to the story of the clown who imagined himself as brittle as glass. Two of those which reform the manners, in which I notice how much they have got to reform. Four of the knowledge of nature, a science which they call natural philosophy, in which I mark how much our ancestors were ignorant of, and how much our posterity will have to learn. A few of poetry, that sweet delirium of the soul, which, if neglected, promotes harshness of feeling; if made the study of the life, induces childishness; but which, if cultivated a portion of the time, liberalizes and refines. All other works of human science, I have cast aside, for they appear to me to be useless extracts, defective compends, and imperfect copies of what has been said before, and repeated a thousand times."

The discreet Ben-Beley would probably have added to his list had he lived fifty years later, if indeed he had not modified the whole plan. But the moral which the teacher should draw from it would be the same, and it would be this,—not to crowd the shelves of his library with miscellaneous matter, but by the careful exercise of a discriminating judgment, to select a few of the best works on the sciences which he teaches in his school. And thus we shall have taken a new step in establishing the claims of teaching as a profession, namely, the establishment of professional libraries. G.

[For the Massachusetts Teacher.]

TEACHERS AND SCHOOLS.

An individual, to be well qualified for the responsible position of an instructor of the youth, to be prepared to assume the duties of directing the young mind, forming the habits, and watching over the rising generation in this country, must have other qualifications than those that are developed by an examining committee; he must know very many things that are not taught in "*the schools*," or learned from text-books. Nature, for him, must have nobly done her work, and made him a man.

The teacher, to be successful and useful, must possess certain qualifications aside from scientific attainments. First of all *he must be a gentleman;* by this term I do not mean a would-be gentleman of the modern stamp, who considers everything that does not come up to his standard as "decidedly vulgar;" or a modern fop, who bows and scrapes to the lordly aristocrat, and talks nonsense to the daughters of the "upper ten," while the honest laborer, who has sense enough not to carry his whole capital, character and all, upon his back, is treated with cold neglect; but I mean one of nature's noblemen, who treats all with genuine kindness, who knows, in his associations with his employers and their children, no rich or poor, who encourages virtue and frowns upon vice in whatever garb he may find them, who will render all possible assistance to the scholar that is contending against difficulties in his path up the hill of science, though he may be clothed with rags. In short, he must be a person whose whole deportment is in strict accordance with the Golden Rule.

The teacher should be neat and tidy in his attire, not careful to be the *first*, nor yet the *last* to follow the new fashions; his personal appearance should be a model for his pupils. Not that I would recommend teachers to be extravagant in dress; far from it; *propriety* is what I wish to urge upon all who come before the young in the capacity of an instructor. *A love of order* is another important qualification. If every thing is done without any regard to order or systematic arrangement, the teacher will fail to teach by example, one thing that it is highly necessary for children to learn when young, viz.: that there is "*a time and place for every thing, and that every thing should be in its time and place.*

Punctuality is another highly important qualification for a teacher. Indeed, it is absolutely essential. Punctuality is one of the cardinal virtues, without which no man can succeed in any department of industry. It should be instilled into the

minds of the young, form a part of their habits, and be inwrought into their very natures. It is not enough for the teacher to talk about the importance of being at all times punctual to the minute; he must teach them in a far more impressive way, by example. Every thing about his school exercises should be done in exact time; no one thing should be allowed to trench upon the time that properly belongs to another. He should be as exact about the closing of his school as the commencing. The same rigid adherence to this all-important rule should be carried with him through his whole life, so that his employers can regulate their time-pieces by his movements, so punctual is he in regard to them.

The teacher must be studious, he must cultivate habits of close study and rigid investigation. It would be well for him to have one or two regular studies to be pursued each term; he would thus be enlarging the list of sciences he is able to teach, as well as expanding and strengthening his mental powers. In this way he may, in a few years, become learned without ever having spent his six or seven years in college. Essay writing might profitably engage his spare hours; perhaps there is no other exercise in which a young person can engage that will more effectually call out the latent energies of the soul, and build up a strong, vigorous, intellectual man, than composition writing; in this teachers should frequently engage. Let them write articles for publication in a neighboring paper; this will stimulate to greater exertion.

Industry is an indispensable qualification for an instructor; he cannot possibly find time to be idle. If he has his school arranged and classified as it should be, he will have every moment of his time, during school hours, appropriated.

Finally, the teacher should be polite, without being foppish; affable and courteous, without affectation; firm, but not overbearing; gentle and forgiving, yet always maintaining his authority; communicative and apt to teach, but not conceited or egotistical; in short, he must have a good share of an article which, though in great demand, is not always to be met with, *good common sense.* J. P. B.

Troy, October, 1854.

[The following succinct view of the studies pursued, and books used, in the Public Schools of Boston will no doubt be acceptable to our readers. We copy from the Schoolmate, an excellent periodical, and one in every way worthy to be commended to the notice of Parents, Teachers, and Children. It is published by Mr. James Robinson, No. 120 Washington Street, Boston, and by A. R. Phippen, 66 Fulton Street, New York City.]

BOSTON PUBLIC SCHOOLS.

BY JAMES ROBINSON.

Bowdoin School.

Boston has become proverbial as a commercial, mercantile, and literary emporium. Her commerce floats on every sea; her merchants are princes; and her literary fame is world-wide, giving her the just title, the "Athens of America." More than two centuries have passed since the first free school was established in Boston. It was called the Latin School (founded in 1635); the primary object doubtless was, to fit young men for the University. At this early period, (five years after the town was incorporated,) the Puritan fathers established this classical school, out of which has grown the perfect system of Public Schools in Boston. The schools are divided, according to the last report, in the following order: — Latin, High, Normal, Grammar, and Primary. The Latin School is designed to prepare young men for College. The High School was instituted for the express pnrpose of fitting lads for mercantile and commercial life. The Normal School is of recent date, established in 1852, and designed to prepare young ladies to become teachers.

GRAMMAR SCHOOLS.

There are at the present time, nineteen Grammar Schools, and each named after some distinguished person who now resides, or has resided in Boston.

But some are gone! gone away
To the fair realms of endless day.

This list will give the time they were established, in their regular order, and the persons after whom they were named.

Name of school.	When established.	In honor of whom named.
Eliot School.	1713.	Rev. Dr. John Eliot.
Franklin "	1785.	Dr. Benj. Franklin.
Mayhew "	1803.	Rev. Dr. Jona. Mayhew.
Hawes "	1811.	John Hawes, Esq.*
Smith "	1812.	Abiel Smith, Esq.*
Boylston "	1819.	Thomas Boylston, Esq.
Bowdoin "	1821.	Gov. James Bowdoin.
Hancock "	1822.	Gov. John Hancock.
Wells "	1833.	Hon. Charles Wells.†
Winthrop "	1836.	Gov. John Winthrop.
Johnson "	1836.	Arabella Johnson.
Lyman "	1838.	Hon. Theodore Lyman.†
Mather "	1843.	Rev. Richard Mather.
Brimmer "	1844.	Hon. Martin Brimmer.†
Phillips "	1844.	Hon. John Phillips.†
Dwight "	1844.	Hon. Edmund Dwight.
Quincy "	1847.	Hon. Josiah Quincy.†
Bigelow "	1849.	Hon. John P. Bigelow.†
Chapman "	1849.	Hon. Jona. Chapman.

In these schools, the number of pupils varies from four to eight hundred, and each school is under the supervision of a principal teacher, whose duty it is to look after the general interest of the school under his charge. The subordinate teachers are sub-masters, *ushers*, and assistants. The assistants vary in number from five to ten. The pupils in these schools are placed in ten or twelve separate rooms, and each teacher or assistant has the charge of about sixty scholars. The school is also divided into four large classes, whose prescribed studies are here presented, together with the school-books used in the different classes, as taken from the third report of the Superintendent of the Public Schools.

"SECT. 16. The books and exercises of the several classes in the boys' schools shall be as follows: —

"*Class* 4. No. 1. Swan's Spelling Book. 2. Swan's Primary Reader. 3. Writing in Books, on Root's, Northend's, Badlam's, or Winchester's system. 4. Greenleaf's Mental Arithmetic; the edition heretofore used.

"*Class* 3. No. 1. Swan's Spelling Book. 2. Swan's Grammar School Reader. 3. Writing, as in fourth class. 4.

* Donors. † Mayors.

North American Arithmetic, Part Second. 5. Parley's First Book of History, combined with Geography, to be used chiefly as a reading book, and the medium of oral instruction in Geography.

"*Class* 2. No. 1. Spelling from the Reading Lesson. 2. Tower and Walker's Reader. 3. Writing in the Boston School writing-book, with written or engraved copies. 4. North American Arithmetic, Part Second. 5. Mitchell's School Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary.

"*Class* 1. No. 1. Spelling from the Reading Lesson. 2. Reading in American First Class Book. 3. Writing. 4. North American Arithmetic, Part Third. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition and Declamation. 8. Exercises in Drawing. 9. Worcester's Dictionary. 10. Robinson's Book-keeping. 11. Worcester's History. 12. Hall's Manual of Morals — a Monday-morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium of Natural and Experimental Philosophy, or Olmsted's Rudiments of Natural Philosophy, as a text-book, with the Philosophical Apparatus provided for the schools, shall be given by the master to such portions of the first class as can attend thereto, without neglect of the foregoing course of studies."

PRIMARY SCHOOLS.

There are in the Primary department one hundred and ninety-six schools, embracing twelve thousand scholars, varying from the age of four to eight years. Each school contains about sixty pupils. They all pass into the grammar schools at about the age of eight years. The studies pursued in this department are taken from the last report.

"SIXTH CLASS.

"'*My Little Primer*,' or '*My First School Book*,' at the discretion of the Teacher.

"Pronouncing words without Spelling.

"Pronouncing and Spelling combined.

"Spelling, without book, words that are familiar.

"Counting from one to one hundred.

"Printing or Drawing on the Slate and Blackboard, imitating some mark, letter or other object, or copying from a card or the cover of '*My First School Book*.'

"FIFTH CLASS.

"'*My First School Book*,' continued,—in the columns to the 20th page, and in the sentences to the 70th page.

"Numeration, or counting from one to one hundred.

"Printing and Drawing continued, as in the sixth class.

"FOURTH CLASS.

"'*My First School Book*,' continued as a Spelling-book, and completed as a Reading-book.

"Combinations of numbers, so as readily to find the page in any book. Marks of Punctuation on page 47.

"THIRD CLASS.

"'*My First School Book*,' completed as a Spelling-book.

"*Bumstead's* '*Second Reading Book*,' commenced.

"The letters used for numbers to be taught as they occur in the captions of the reading-lessons.

"All the Numerals and Abbreviations on page 58 of the Spelling-book, to be learned.

"SECOND CLASS.

"*Bumstead's* '*Second Reading Book*,' completed.

"'*Spelling and Thinking combined*,' commenced.

"All the Abbreviations, Marks of Punctuation, &c., on pages 100–127, and 134–141, to be learned.

"'*North American Arithmetic*,' commenced.

"The Addition, Subtraction, and Multiplication Tables to be learned, and Practical Questions in the rules attended to.

"FIRST CLASS.

"*Bumstead's* '*Third Reading Book*,'

"*New Testament.*

"'*Spelling and Thinking combined*,' completed.

"'*North American Arithmetic*,' completed.

"The scholars to be familiar with Practical Questions in all of the first four Rules."

The practice of giving medals in the Boston schools, commenced in 1792. In the will of Dr. Benjamin Franklin, one hundred pounds sterling was bequeathed to the managers and directors of the public schools, to be put on interest forever; and the interest laid out in silver medals, as honorary rewards for the encouragement of scholars in the free Schools. Additions have been made to this fund, and now it amounts to 1,000 dollars, which is invested in "City five per cent. stock." The interest, however, pays but about one-fourth of the amount

annually expended for medals. In 1821, the city established a system of medals for girls, called the "City Medals." The two kinds of medals, although alike in size and value (being $2 each,) are different in their designs. The boys' medal has a medallion head of Franklin, with the motto, the "Gift of Franklin," dated 1790. The girls' medal has a view of the city of Boston, and the words "City Medal," dated 1821; and on the reverse side the name of the receiver is engraved. One of the medals is awarded to every sixty scholars, making out of the 12,000 Grammar scholars, about 200 medals. There are also diplomas awarded to the second, third, and fourth classes. These are fine steel engravings, differing in each class. They are distributed in the same manner as the medals in the first classes. This plan of distributing medals and diplomas, etc., etc., is followed in all the Grammar Schools, and in the Latin and High Schools. There is also an annual sum of 400 dollars distributed in the Primary Schools, in the form of merits, small books, etc., to such children as the committee feel are worthy of such rewards. These are given to induce the children to strive for greater excellence, both in learning and behavior.

Many of the locations of the school-houses are fine. The Hancock school is situated at the north part of the city, near *Copps Hill*, having a commanding view of the harbor, and the beautiful islands it contains, and the adjacent cities and towns. The Bowdoin and Phillips schools are situated at the west part of the city, and overlooking Charles River, Cambridge, Charlestown, Chelsea, Somerville, and the distant hills and mountains at the north and west. The Bigelow school is situated at South Boston, on a commanding eminence near *Mount Washington*. There the view is unobstructed from east to west, north and south. *Bunker Hill*, with its gray shaft pointing to the skies, speaks of the history of our country's struggles in days past and gone. Roxbury, the home of Warren (the first martyr to American freedom, who fell at Bunker Hill), is seen at the south. Mt. Washington reminds the beholder of Washington's illustrious career in the erection of those redoubts, and of the final evacuation of the British troops from Boston. The teachers of the Boston schools are worthy of the high position they occupy. As a body they embrace all that can reasonably be asked by an intelligent and refined community.

The schools are governed by a large and efficient committee, with a superintendent at the head, Nathan Bishop, Esq., whose duty is to exercise a general supervision over all the Public Schools in the city. Mr. Bishop has filled that station with promptness and dignity during the past three years. May he long live to fill that honorable place, that our children may grow up around us, learned and respected by all.— *Schoolmate.*

CHILDHOOD.

[From the Home Journal.]

CHILDREN are advanced payments of Heaven — it scarce needs the habit of living upon anticipated income to know. The feeling with which we see them — speak to them — watch their play — listen to and pray for them — is one that may be fully at the lift of spirit-converse hereafter, we reverently venture to believe. Conscious capability for heaven scarce promises beyond.

But we have uneasy doubts as to the education and nurture of children, in this our day. We see little that seems right to us, in the popular essays on the subject — still less in the prevailing systems as practised and sanctioned. And the worst of it is, that while we misgive and disapprove, we cannot suggest. While we feel that the "heaven which lies about us in our infancy" is something we rudely and prematurely pluck children out of — profaning them — weaning them of angel-hood too soon — we know not what should else fit them for a world that so early summons them to action. Nature and heaven are outrun in our "fast" times — but how to rein in the "go-ahead" or whip up the angel?

We are on the look-out for wisdom on this subject. An Audubon will arise, we hope, who will show the American eagle, that — with a far clime to seek, when storms grow wintry — he should not omit growing his feathers, for the sake of picking up crumbs a little earlier. Old age in our country is a bird overtaken by snows — sinking because it has neglected the wings with which it might have followed the sunshine.

There are some leanings towards the wisdom that we want, in an article on "Children's Books," which we find in one of the Quarterlies. What the writer says, seems to us instructive, though worth more by what it suggests than by what it says. We will copy freely from it, in the hope of influencing some profound and practical mind to give the subject attention. First, of

THE WISDOM OF CHILDHOOD.

"Persons advanced, or advancing in life, and particularly those whose occupations involve them in the exciting pursuit of power or riches, are apt to look down upon youth as an unprofitable time — as a mere preliminary to real life, to be despatched with all convenient speed, and then to be forgotten. *They are not aware how much they have need to learn from it, and to sympathize with it.* It is very good for all to dwell much in the presence of the young. The greatest and best of men have

loved to do so. The strange and unanswerable questions which children are continually asking, inadequate utterances of unutterable thoughts, *convict the proudest intellect of its ignorance.* Their trustful and affectionate confidence in others rebukes the suspicious caution of experienced manhood. The unstudied grace of every 'breeze-like motion,' the gladsomeness of the 'self-born carol,' their free and full enjoyment of everything beautiful and glorious around them — these, and such-like traits, are angelic rather than human; they speak of innocence, and happiness, and love; they say to anxious hearts, 'Take no thought for the morrow,' — 'Be not troubled about many things.' Nor is boyhood an ineloquent teacher. Its generous ardor, its dauntless activity, its chivalrous sense of honor, its fond attachments, its hopefulness and truthfulness, its clear, bright eye, fair cheek, light and joyous frame — how strangely unlike is all this to the wrinkled brow and heavy tread, and callousness and deliberate selfishness by which it is too often succeeded. *Much, very much, is to be learned from the young.*

"If it were possible, how strangely interesting would be a voyage of discovery into those happy regions — that 'sunny land of childhood' through which we have travelled — if memory could distinctly recall the first dawnings of intelligence, unravel the tangled web of thought and feeling which has baffled Locke and Descartes, and analyze the complex substance of the human mind into its primordial elements; *or even if Biography were more careful to trace out the records of the first fifteen years of a human life.*

"A wise judgment of the curious and very influential kind of literature suggested by the books enumerated at the head of this article, depends much on the correctness of the estimate that is formed of the moral and intellectual condition of those for whose benefit they are written — on our insight into child-life. Some of the *peculiar traits of boyhood* are often overlooked by those who cater for the instruction and amusement of that strangely interesting class. Hence some of the besetting dangers of the books for children now in vogue — especially as these arise from premature intellectual cultivation, the encouragement of a morbid habit of self-consciousness, and the undue development of the reasoning, almost to the exclusion of the imaginative faculties. Education, in one form or other, should be the great question of every age, seeing that the cultivation of his race is surely the most important work in which man can be engaged. It is professedly the great question of these times; yet, amid much useful discussion of school arrangements, and the methods of teaching, some of the less obvious aspects of the process of change, which is everywhere and incessantly going on in human minds, are, it seems, too much neglected. And

the books by which they are amused and spontaneously educated are surely among the most powerful domestic influences to which children are exposed. This department of literature has worthily engaged writers of the highest intellect, who have known childhood well, and the habits and tastes of successive generations are formed by the fruit of their labors.

"Before attempting to answer the question, What sort of writing is best adapted for the young? another question accordingly must be entertained, What are their tastes and capacities? The warm and affectionate susceptibility of children, their noble aspirations, their confiding trust in others, and unselfish admiration of whatever is beautiful and good, — traits like these, with the counterpoise of such defects as restlessness, imprudence, appetency of pleasure, and impatience of pain or restraint, are manifest at a glance. But there are phenomena less obtrusive, some of which at first sight appear scarcely reconcilable one with another. These ought to be considered; for though from causes alluded to, from the want of sympathy between old and young, and from the *insidious assiduity with which the cares of the man imperceptibly obliterate the very different experiences of the child*, it is difficult to understand thoroughly the hidden things of childhood, so as to see their unity and relation to each other as parts of a mysterious whole, yet something may be gathered. Some few scattered fragments — a frieze here, a broken capital there — may serve to remind us *how fair and how wonderful the ruin must have been, while it stood a living temple.*

BOYS AND GIRLS.

"One of the chief points of difference between boyhood and girlhood — and it is to the life of boys that our following remarks chiefly refer — is, that *the boy is not merely, or chiefly, passing through a state of transition. With the other sex it is for the most part different. With them, from the moment of emerging from the nursery to the auspicious epoch of 'coming out,' too often all is a dreary blank.* There is no cricket, no foot-ball, nor one of the many avocations of a boy's little world to enliven it. With so few objects of interest in the present, *the centre of attraction becomes fixed in the distant prospect of the first ball, and its momentous consequences;* — hence so often in young ladies an insipid and artificial tone, totally different from the independence and unworldly spirit of a boy, especially at a public school. *He* lives in a world of his own, very complete and satisfying while it lasts. However alluring may be the opening vista of 'real life,' and however eager he may be to anticipate the dignity of manhood, still there is very much to prize and enjoy in the present on its own account — very much that he

must relinquish on assuming the 'toga virilis.' It was a serious mistake in the artist to represent the sons of Laocoon in the finished proportions of *little men*, not with the wavy outlines of youth. It would be a similar error in any system of education, and it is one of frequent occurrence now in books written for the young, to regard them merely as *men on a smaller scale*, and not, as they are, denizens of another world of whom it may be said —

Solemque suum et sua sidera norunt.

The man, matured in years, pressing onward to some mark — power, it may be, or money — or, at all events, aware of the grave that expects him, cannot fail to note anxiously the progress of each day. He is, as it were, borne along on a downward stream, whose waters flow more and more swiftly as they approach the sea. Meanwhile, the child is floating hither and thither on a sunlit ocean, wrapt in the unconscious security of an eternal now. This completeness, or, to borrow an expressive word from a foreign tongue, this 'entelechy' of boyhoood, results in part from the rich variety of aspects which that age presents internally. Coleridge, the poet-philosopher, says that *there has never been a really great man without a considerable admixture of the feminine — not the effeminate — element in his character.* This combination of courage and modesty, of impetuosity and gentleness, of the component parts, according to the Eastern apologue, of the lion and the dove, is particularly noticeable in boys."

He then goes on to speak of the

SPECIAL QUALITIES OF BOYHOOD.

"Closely connected with the same principle of objectivity, is the *unconscious pleasure that children imbibe from the beauties of nature.* An extensive landscape is not appreciated perhaps by young children, nor the dimensions of an enormous building. Their horizon is too contracted. They are absorbed in a wandering contemplation of the objects nearest to the eye; but with this limitation, their enjoyment of nature is something inexpressible, *the more rapturous, that it is unconscious, and undisturbed by any abstract speculations about the beautiful or the picturesque.* Like the ancient Greeks, those children of nature, they seem aware of the pervading tone, whatever it may be, of the landscape — of the delicious languors of summer, or the bright crispness of a frosty winter's day. The details, too, they perceive singly and separately; but like the Greeks, they seem to be devoid of that analytic sense of the composition of the various features of the scene which is so prominent a feature in modern descriptive poetry, especially in that of the Lake school. How

very *early in life an unconscious sense of poetry begins to manifest itself*, is obvious to all who are conversant with the sayings and doings of children: and close observers know well how rich a treasure of real *poetic material lies formless and unnoticed in the depths of a child's heart.* A few years pass on, and the tendency begins to show itself in overt acts. In the pages of a school magazine, however trashy and ambitious the prose may be, the poetry is often really beautiful. But the poetry that approves itself to the ears of youth is seldom of a *complex* kind. Deep it may be — indeed, it can scarcely be too deep — provided only it be simple. The taste for melody comes before that of harmony. For this reason Shakspeare is seldom a favorite with boys; unless it be for the interest of his story. His exuberant and many-sided imagination continually leads him, as it were, into intricate and complicated '*fugues*' — true to life and nature, he blends into one rich harmony the most apparently discordant tones; and it is this variety in unity that especially marks his universal genius. But boys prefer the passionate and flowing strains of poets like Byron, Moore, and Scott. Even Milton, for this reason, finds more admirers at an early age than Shakspeare."

[*To be continued.*]

GEOGRAPHY.

At the late meeting of the American Institute of Instruction, held at Providence, R. I., Mr. Edwards, of Salem, spoke as follows on the subject of Geography.

Mr. President, and Ladies and Gentlemen: —

I shall make no apology for uttering sentiments similar to, or it may be identical with those that have already been uttered. It is not my fault if any other gentleman steals my thunder. We find all sublunary things are subject to changes which we need to be prepared for. In view of the short period of time devoted to this discussion, I shall make a few remarks upon what seems to me to be the prominent deficiencies in teaching Geography, and to suggest some method which it seems to me will be more effectual. To go into the general discussion of the whole subject will occupy more time than I have at my disposal this morning.

I commence by asking this question, Is there such a thing as science involved in the teaching of Geography? Is there a set of principles which ought to be regarded in the art of giving instruction in this department? I shall take it for granted that there *is* such a science and such a set of principles. "I wish to magnify mine office" by representing it as it actually is; by representing the art we practise as expanding into a science, which it involves and which is excelled by no other — the science of teaching. This art, I believe, is based on two others, when brought into relation to any particular subject that is to be taught; it is a sort of superstructure on two bases. One of these substrata is unquestionably a knowledge of the subject.

We were told on the first day of these sessions, by a gentleman who was well fitted to inform us, that no man can teach what he has not in him; and, of course, a man, to give instruction in any department of knowledge, as Geography, must have a knowledge of the subject; otherwise, it is useless to think of giving instruction. Such a knowledge, therefore, is an important pre-requisite in order to give instruction in this department, or to be enabled properly to discuss the subject.

But there is another, and it seems to me not less important as a pre-requisite — another kind of knowledge which is too often overlooked. It is too frequently supposed that he who thoroughly understands the subject is the person best fitted to give instruction. This proposition is utterly untenable. A person well fitted for the practical science of teaching should understand the nature of those faculties which constitute the mind. Above all, it seems to me, he must know something of the succession of development in these faculties. He must understand what faculty it is that comes to maturity first, and what faculties follow this in the order of time, and so on. So that his instruction may not be wholly inverted; but may coincide with the character of mind, which grows and expands from its germ to its most symmetrical completion.

Instruction in every case must correspond with the requirements of the mind, just as food taken into the body should correspond with the wants of the body to be sustained. It is on account of mistakes of this kind that we see so many dwarfed minds. We find persons, of the character to which allusion has just been made, utterly unacquainted with the world which they meet with, because at the period when that mental faculty which fitted them to take cognizance of the objects by which they were surrounded, was ready for development, its education was neglected. What that faculty is that first develops itself, I shall not say. I shall not enter upon the discussion that has

so long divided mental philosophers. The question which respects the innateness of the mental faculties I do not think enters necessarily into this discussion.

Either human ideas are not innate, but are derived altogether from externals, or else they are innate and latent and remain to be developed. I care not which of these two views we adopt. If the mind of the child at birth is entirely destitute of ideas, and it comes into the world a perfect blank so far as ideas are concerned, the first business evidently will be to stock the mind with ideas, or to furnish a collection of ideas, in order to secure anything like a thorough reasoning organization.

If you take the view that there are ideas in the mind which are latent, the first thing we have to do is to call forth these ideas so that it may be enabled to use them. The course to be pursued in either case is precisely the same. The first thing to be done is to allow the child's faculties of observation, of which we find he is possessed, to develop themselves; and we find that all children take this mode of developing their character. God has arranged all things in this world in reference to mutual relations. His laws all operate together, there is no conflict; and you know that he has so arranged the human mind in respect to the external world, and the external world in respect to the human mind, that they may harmonize with mind. You do not always perceive the great difficulties in the way of development. We sometimes see a child that needs a proper degree of assistance, and we have not so strong a faith in the tendency of the faculties to develop themselves, and to do it without help; and we have found it necessary occasionally to detain boys after school to aid them in their developments. Still I think in regard to the amount of friction I have to observe that it is attempted more especially by those who have avoided noticing the laws of mind. The child who has first of all to go out into the world and stock his mind with ideas, will learn facts,—not generalities, but actual facts; and they are so impressed upon the young mind that all the sophistry in the world cannot make him disbelieve them. The senses are being cultivated. You see the boy learn the exact forms and sizes of objects, so far as his faculties will enable him to do, and acquire accuracy in all his work. * * * * * * * *

This, then, is the first thing in education; the cultivation of the senses enabling the child to learn what he can by observing the beauties and the symmetry with which God has surrounded him, and which he has appointed for the development of those faculties. That this is true in regard to general education, is clear; but in regard to instruction in Geography, it is particularly true. What is Geography? Why, you say, it is a description of the earth's surface. Suppose I attempt to

describe this city of Providence to a person who never saw it. Suppose, also, that I am master of the language; that I have studied the subject of which I am to speak, and have ascertained the best method of presenting it in order to produce a correct impression upon the mind of the hearer. Suppose, also, that he is quick to understand the import of the terms, so that the words do not fall upon his ear without significance. Do you think that with all these advantages I can succeed in giving to that mature mind an accurate idea of the manner in which the city is built, the direction of the streets, the appearance of the waters, of the buildings, and all the particulars? Do you think that I have made an impression on the mind of that individual as distinct as it would be if he had exercised his own eyes in looking at the same objects? I do not think it is within the range of human possibility to produce such a result. Here I have supposed both individuals to be masters of the language, and no doubt to exist in regard to the meaning of the words. How is it in regard to the child, whose education upon this subject commences somewhat after the manner in which it is exhibited in the primary school books? The boy opens the book. His eye rests upon the question, What is the earth? The child has no occasion to ask this question. It does not want to know what the earth is. There was nothing in his mind that led him to inquire respecting such a thing, and therefore, there is no foundation for such a question. The bookmaker asks this question, and then gives the answer, (carrying on both sides of the dialogue.) The earth is a planet. Where is the philosophy of such a question and such an answer? * * * * Which does the boy know most about, the earth or the planets! How should he proceed to illustrate, the known by the unknown, or *vice versa?* In the above answer, we have the illustration of the known by means of the unknown. The boy does know something about the earth; the answer given is of something of which he knows nothing at all, and it requires a knowledge of the whole planetary system to make him acquainted with it. I ask again, can there be anything more unphilosophical?

I will now state what seems to me to be the proper course to pursue. I have already said in the commencement, that every department of education begins with the cultivation of the senses. A child may be made to gather up much knowledge from the external world. Now on commencing the study of Geography all that the child has gained in this way is made use of as a foundation to work upon. Suppose he is commencing with a philosophic course in Geography. He comes to school every day; he observes the objects in the room; the desk, the seats, the sides of the house; you inform him that he may commence with these; that, therefore, which relates to the distance

of the objects in the school-room from each other, or from a given point, is certainly a part of Geography. The first foot he travels from the place where he stands, when it becomes a subject for study and reflection, belongs to this department. Let him examine the objects in the room with as much care as possible; let him do this unaided by his teacher. Do not lead him unless you wish to be yourself taught: he who does the work is the one who receives the mental discipline. Many teachers are too willing to aid the pupil. Let these objects to which I have referred be examined, let the distances be recorded, and a map be made on the blackboard, or on paper. I do not require that every inch of space shall be represented on the map, yet a child must be led to measure with some degree of accuracy. What then is the object of this? It is to enable him to understand what a map is; I do not describe to him in words what I mean by a map. I might repeat to him a description as perfect as words could make it, and he might say it after me. I might tell him that a map is the representation of a country; but that would not impart to him the true idea in regard to a map. But the plan which I have suggested, that of map-making, will make him acquainted with its uses. A map, to the boy, is the true representation of a country, only when the objects appear in their true proportions. The various objects must be at proper distances from, and in a proper relation to, each other, before it presents a true picture of the country intended; anything short of that is mere paper and lines. Let us ask ourselves this question, then, my friends. When we teach children Geography, and talk to them about the map, do the mountains intended to be represented, actually rise before the mind's eye in grandeur and sublimity? Does he see the beautiful streams meandering through the meadows, and watch them as they flow between the hills? and does he see the rich verdure covering the broad plains stretching as far as the eye can reach? Does he actually see these things with the eye of his mind? In fine, is there a picture before his mind of the country that the map is intended to represent? If there is not such a picture, it does not truly represent a country. It seems to me that this statement may challenge contradiction. How many pupils get such a knowledge of a map as I have described? I sometimes hear a recitation in Geography that reminds me of that passage in Hamlet: "What do you read, my lord?" says old Polonius. Hamlet. — "Words, words, words!" So, when our pupils are asked what they learn by maps; it is words, words, words. I take such a course in regard to the initiatory steps in Geography, that the child who has occasion to use a map may use it with some degree of understanding. The mind is led from the pen and paper to something behind it. I do not

mean that you must have such a map as Prof. Guyot could have made; I mean an ordinary map, that is accurate. With this you can do more than with any Geographical text-book. It is my deliberate conviction that the teacher had better discard the use of the text-book. He need not impart any information, necessarily, but simply assist the child in the proper use of the map.

This may appear a startling assertion, but I believe it has truth for its basis. You say, "Here are the rivers; here are the water courses finding their way slowly along, now uniting, and forming large streams and pouring out into the broad ocean. Here are indications that the stream is rapid; here, that it makes but slow progress. From these circumstances it is ascertained which is the highest ground in the country. You find out where the highlands are, and where the lowlands, and which way the land slopes, merely by examining the water courses. Look at the map of the great plain that lies in the northern part of Asia. You will observe that nothing is produced there, in the shape of vegetation, useful to man; it is almost all the year covered with a bleak and dreary coat of snow. Observe, now, another plain in the same latitude, which forms the western extension of the continent to which I have referred, and which is sometimes called the western granary. Why is the plain of Siberia so dreary, and the plain of Russia so fertile? If you glance at the course of the rivers, you will see that it is owing to the fact that the one slopes towards the north, the other, towards the south.

Considerations like these go to show the truth of the assertion just made, that from a careful examination of the map, you can learn more than from any book on Geography we have in our schools.

After we have taken the initiatory steps in the course of education, proceeding upon the same principles, go into the garden, or into the field in the vicinity of the school-room, and make a little map of them. Let a place be assigned on the map for every object; sometimes it is well to arrange various objects for this very purpose, and the result you will find to be very beneficial.

It is sometimes objected that "around our school-houses there is nothing to make a map of. Nothing but dry and dusty streets; that they are surrounded with stores, and that in the streets there is nothing but paving stones." To such I would reply in the language of the English painter to his student, who complained that there was no nature to paint. Said the painter, "You can study the coal-scuttle, the ploughshare, the pitchfork, and other objects; you may paint them." To you, I say, you have at least the streets, the stones, the

blocks of buildings; map anything; you will find no difficulty in discovering something to develop this character in the mind of the child.

There is another part of Geography sometimes taught, and it is a very important department; it concerns latitude and longitude. The author merely states what is meant by latitude and longitude; and suppose he has defined the equator; here, too, it is impossible to give the proper idea by means of a definition. There must have been something like a reality, before the idea could become fairly impressed upon the mind, and with such an impression, what is the use of a definition? therefore, definitions are useless. Give practice, then, in this department. Lay out lines upon the places that are to be mapped;—actually mark out such lines, so that you will not have a line upon your map that is not a counterpart of what you represent. I do not blame pupils in our schools for considering the lines upon the map or paper the foundation of Geography. Do you blame them for saying that the globe in the closet is the world, if you have not called their attention to anything but the globe in the closet? A pupil was asked if he ever saw the world about which the Geography told him; he said he had, and when asked where it was, answered that it was in the closet. Such cases have actually occurred, and are the legitimate result of such a mode of teaching. There is another and higher use in the science of Geography than that of training the intellectual nature of man. We heard last evening of the importance of training the emotions. I thank the gentleman for dwelling upon that very important subject. It is one to which we have been too negligent. Schools exist apparently for the sole purpose of training the intellect, and, as was shown last night, it has not been well done, because other departments have not been well considered. There is not a science taught in our schools, which does not involve some moral principle, according to the great plan of creation, by which the most is made of everything, and everything made to yield the greatest possible amount of good. It seems to me to be the duty of teachers, in all departments of study, to forward the moral and religious training of man. The science of Arithmetic, which was so ably illustrated upon this platform, yesterday, is often made to yield some moral fruits, and the teacher fails in part to perform his duty in this branch of study, who does not make it yield such fruit. That science speaks of accounts, cash books, &c., and these suggest topics for moral reflection. So long as we may read the words of the 19th Psalm—"The heavens declare the glory of God; and the firmament showeth his handiwork. Day unto day uttereth speech, and night unto night showeth knowledge"—so long as these words remain true, there is a moral element in Geography that never should be neglected.

ARNOLD'S SYSTEM THE SOCRATIC MODE.

Dr. Arnold's whole system was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible, — enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, to disclose to them the exact boundaries of what they knew or did not know, and to cultivate a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read;" and thus the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium, through which his instruction might be communicated to the less advanced. Such a system he thought alike valuable to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to follow his instructions, it confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, it gave precisely what he conceived that such a character required. "He wants this," to use his own words, "and he wants it daily, — not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned — a haze of indistinctness as to the consciousness of his own knowledge or ignorance; he takes a vague impression for a definite one, an imperfect notion for one which is full and complete, and in this way he is constantly deceiving himself."

Hence also, he not only laid great stress on original compositions, but endeavored so to choose the subjects of exercises as to oblige them to read and lead them to think for themselves.

He dealt at once a death-blow to themes (as he expressed it) on "Virtus est bona res," and gave instead historical and geographical descriptions, imaginary speeches or letters, etymological accounts of words, or criticisms of books, or put religious and moral subjects in such a form as awakened a new and real interest in them: as for example, not simply, "carpe diem," or, "procrastination is the thief of time;" but "carpere diem jubent Epicurei, jubet hoc idem Christus." "Ha! very good!" was his well-known exclamation of pleasure when he met with some original thought; "is that entirely your own, or do you remember anything in your reading that suggested it to you?" Style, knowledge, correctness or incorrectness of statement or expression, he always disregarded in comparison with indication or promise of real thought. "I call that the *best* theme," he said, "which shows that the boy has thought and read for himself; that the next best, which shows that he has read several books, and digested what he has read; and that the worst, which shows that he has followed but one book, and followed it without reflection." — *Stanley's Life of Arnold.*

EDUCATION.

THERE is perhaps no subject that commands so much attention in our own New England as education. The condition of our Common Schools, the standing of our academies and the superiority of our colleges, are the themes of almost every one, and we pride ourselves upon the fact that wherever a Yankee is found, something above mediocrity in intelligence may be witnessed. And all this is very well. But we seem to neglect the fact, that with all the versatility of a New England education our people are becoming every day more superficial.

Education, like everything else in our country, is measured by its immediate and practical utility. Whatever, in the shortest space of time, with the least labor, will produce the greatest quantity of money, appears to be the desideratum. Consequently our population is developed in fragments. One man depends upon his muscles, another upon his eye, another upon his ear, &c., &c., for his prosperity. The whole man is never brought out as he should be. In consequence of this we have multitudes of examples of great acumen and skill in one department, while great ignorance is manifested in other matters with which every tolerably educated man should be acquainted.

However learned a man may be, he is not properly educated if he fails to know how to act promptly, effectually and wisely

in the varied exigences of life. The man who can thus act, is educated, although he knows nothing of languages, the sciences, or the philosophy of life. We will except the latter, for if he acts with wisdom and effect in the exigences which are continually occurring, he is a philosopher, although he may be ignorant of metaphysics as a science, and ignore the title.

On the other hand a man may be enriched with the profundity of a Plato, and the versatility of a Voltaire, but if he fails when required to act, he is not educated according to the requirements of the nineteenth century. Man is now estimated not by what he knows, but by what he can do. Many comparatively unlearned men of a practical turn of mind have more influence in society than our best scholars, simply because while the latter theorize, the former show an aptness to encounter and overcome circumstances which the scholar attempts in vain.

In this case the scholar is not educated, in the true sense of the word. He has accumulated knowledge, but his mind is not capable of using it to advantage. He knows books, but not men. His pursuits have excluded him from an intimate sympathy with the necessities and desires of his fellow-men, and he consequently fails when he attempts to prescribe remedies for the evils which exist. The scholar must never forget that there are two sides to human nature — the contemplative and the active. If, in his absorption by the former, he neglect the latter, he will find his sphere narrowed, and his labors ineffectual.

The objects of early training are simply to store the mind with elemental knowledge and to cultivate habits of reflection and decision. In proportion as the youth is properly educated, he will give evidence of his ability in his manhood. If his powers have been stunned with over-cramming, or if his judgment has been enfeebled by over-tasking his memory, the effect thereof will be perceived in the adult. He may be full of learning, but he will not have the power to use that knowledge to advantage.

Under a wise system of instruction there will be as much care taken of the individuality of the student as of the branches in which he is instructed. He must be taught to incorporate what he learns into his mental organization. There is no objection to his receiving assistance from others, but that assistance should be comprehended, and the essence thereof appropriated. Without this, a knowledge of books is rather an impediment than an auxiliary to success. Our young men should recollect that a true education is that, and that only, which will enable them to bring to bear all their forces upon the matters which may affect them in after life. If education does this, it is commendable; but if otherwise, then it becomes an embarrassment to its possessor, and fails him in the time of his greatest need.—*Herald.*

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Tenth Annual Meeting of the Massachusetts Teachers' Association, will be held in Northampton, in the Town Hall, on Monday and Tuesday next preceding Thanksgiving.

The Association will assemble on Monday at 3 o'clock, P. M., for the transaction of preliminary business; to hear the Reports of the Secretary and the Treasurer, and of the Special Committees, to whom have been assigned respectively the following duties, viz. :— To attend to the publication of the Transactions. To obtain a Seal for the Association, and a Form of Certificate of membership. To settle the claims of gentlemen who were at pecuniary sacrifice in aid of the Association. To examine the Prize Essays and report thereon.

The following amendments to the Constitution, proposed at the annual meeting in 1853, will be in order for discussion, viz. :— To omit the word '*male*' in the wording of the 2d article, so that female teachers may become members of the Association, offered by Rev. Cyrus Peirce, of West Newton. To strike out such portion of the Constitution as requires the Board of Directors to give notice of the time and place of meeting one year in advance, — offered by the same gentleman. To make provision for the election of Honorary members, — offered by Mr. Wells of Newburyport.

A Committee to nominate a Board of Officers for the ensuing year, and one to nominate a Board of Editors for the "Massachusetts Teacher" will be appointed, said Committees to report at the commencement of the afternoon session of Tuesday.

Lectures will be delivered as follows: — On Monday evening, at 7½ o'clock, by Rev. J. P. Cowles, of Ipswich.

Tuesday, P. M., at 3 o'clock, by Rev. Charles Hammond, Principal of the Lawrence Academy, Groton.

Tuesday, at 7½ P. M., by Rev. F. D. Huntington, of Boston.

Discussions will be held upon the following subjects.

1st. "Ought one pupil to be allowed to assist another in his studies?"

2d. "School Supervision."

Arrangements will be made for the reduction of fare on the Western, and the Connecticut River Railroads. It is expected that arrangements for reduction on other Roads will be made by parties directly interested.

The Committee of Arrangements deem it proper to state that free accommodations for ladies are not guaranteed; but that the Hotel accommodations in Northampton are ample and excellent, and that arrangements have been made for the entertainment of persons attending the meeting, at a reduced price. For further particulars, see Circular.

Boston, Oct. 23d, 1854. CHAS. J. CAPEN, *Sec'y M. T. A.*

THE

MASSACHUSETTS TEACHER.

Vol. VII, No. 12.] A. M. GAY,* EDITOR OF THIS NUMBER. [December, 1854.

SCHOOL-KEEPING.

PRIZES are now being offered to the pupils at training schools in several English counties, for the purpose of promoting a knowledge of the art of conveying sound instruction in common things to the children of the working classes. In the movement that has thus been set on foot by Lord Ashburton, the whole English public claims to participate; the need of much more sense in school-teaching, and even (with reverence be it said) in university systems, is so very obvious, that Lord Ashburton's suggestion has gone off like a gun in a rookery, and has set every quill flying.

Doctor Quemaribus declares to all friends and parents in his private circle, that his school is exempt from the prevailing attack. Public opinion seizes upon schools now like an epidemic, and, as is the way with epidemics, fastens with most severity on those that happen to be in a bad condition. Dr. Q. pronounces his own school to be intact, for does he not give object-lessons to his junior boys? does he not provide lectures on chemistry for all the boys? does he not teach the elders botany? I, for my own part, do not agree with Mr. Quemaribus in his opinion of the state of his own kingdom at Verbumpersonale College. I have the highest respect for that distinguished LL.D. I know, too, that he is a good, earnest man, and that the boys he turns out do him credit. They possess much knowledge, though they are not well educated—for to know much and to be well educated are two perfectly distinct things—and they are gentlemen. They leave school with a respect for their teacher, and they grow up excellent people. When the hairs of Dr. Quemaribus shall have become white, and when his voice of power shall have become

* The November No. of the "Teacher" should have been accredited to Mr. William L. Gage, Principal of the High School, Taunton.

weak and thin, there shall collect together stalwart men, tradesmen and merchants, quick lawyers and slow divines, and shall dine in his honor, and acknowledge him their friend, present plate to him, and comfort him with words of generous and loving recognition. He will deserve all they may say of him or do for him. There is a legion of quack educators in the land, but the principal of Verbumpersonale College is not one of them.

There are thousands of fine-hearted and full-headed Quemaribuses in all ranks of the scholastic profession. I believe, in my heart, that as there is not a happier or nobler occupation in the world than that of developing the minds that are to work in the next generation, so there are in this country very many good men now occupied in teaching children conscientiously and with exceeding care.

Yet, upon this subject of teaching I have long had crotchets of my own, of which Dr. Quemaribus and many other clever men used to declare to me that they were purely theoretical, that they were quite impossible of execution. Every practical man would tell me so. Every practical man did tell me so. "My dear fellow," said Quemaribus, "it is a very pretty amusement to plan model school systems, but you don't know the difficulties with which we have to contend. There is not time for all you would have done, and you set out with a wrong notion of the nature of a boy. Your method never could be worked." "Doctor," I said, "by the thunder of Jove, and by the whistle of the steam engine, I 'll try." "Then," said the doctor, "if you mean that seriously, you are mad. Every man will say so when he sees you lay your bread and butter down to make a harlequin's leap out of one profession into another—out of a business you understand into one of which, permit me to say, you know nothing whatever. And how will you try? Where will you go?" "I will go into some town where there are a great many people, and say plainly: Thus I desire to teach. There may be a dozen who will answer, fanciful as you think me, Thus I desire my children to be taught."

I carried out that scheme and met with the result that I expected. After two years of school-keeping, during which I put my crotchets to a full and severe test, I left in a town which I had entered as a stranger, some of the best friends I have ever made or ever shall make. I left there, also, children whom I never shall forget, by whom too I hope never to be forgotten. Moreover, I did not lose money by the venture; in a commercial sense, the experiment succeeded to my perfect satisfaction.

When it is possible to add a demonstration to a theory, it ought to be done, and it would certainly be unjust towards the

little crotchets that I here wish to set forth if I did not (as in truth I can) make evident that they are something more to me than idle fantasies. At the same time, let nobody interpret anything here said as a puff composed during the Christmas holidays for the replenishing of anybody's forms; the writer's occupation as a schoolmaster is over, he has now no school and takes no pupils, nor can he name any school in this country that is carried on according to his plan. Furthermore let it be said that if he did know of such a school, it is quite possible that he might entertain a low opinion of it, for a reason that will be made evident by the crotchet next and first to be detailed.

Crotchet the First. Concerning plans of teaching. Nobody has any right to impose his plan of teaching on his neighbor. There is no method that may call itself *the* method of education. There is only one set of right principles, but there may be ten thousand plans. Every teacher must work for himself as every man of the world works for himself. There is for all men in society only one set of right principles, yet you shall see a thousand men in one town all obeying them, although all in conduct absolutely differ from one another. They will present among themselves the widest contrasts, and yet every one may be prospering and making friends. Thompson talks little, avoids company, sticks to a few good friends, and does his work in a snug corner. Wilson speaks freely and cheerily, delights in associating with his fellows, and works with a throng of helping hands about him. Jackson is nervous, fidgety, and constitutionally irritable; he does his duty, though, and gains his end. Robson, on the contrary, is of an easy temper, lets a worry rest, and never touches it when he comes near; he does his duty, too, and gains his end. But, let the shy Thompson undertake to make his way in the world by being, like Wilson, sociable and jolly; and he will make himself contemptible by clumsy efforts, and the end of them will be a dismal failure. In the school, as in the world, a man must be himself if he would have more than a spurious success: he must be modelled upon nobody. The schoolmaster should read books of education, and he may study hard to reason out for himself by their aid, if he can, what are the right principles to go upon. A principle that he approves, he must adopt; but, another man's plan that he approves, he must assimilate to the nature of his own mind and of his own school before he can adopt it. Even his school he must so manage that it shall admit of great variety of plan within itself, and suffer him so to work in it as to appeal in the most effective way to the mind of each one of his scholars.

The practical suggestion that arises from this crotchet, is, that each teacher should take pains not to make an abstraction

of himself, but to throw the whole of his individuality into his work; to think out for himself a system that shall be himself; that shall be animated by his heart and brain, naturally and in every part; that shall beat as it were with his own pulse, breathe his own breath, and, in short, be alive.

Crotchet the Second. Upon the qualifications of the teacher. He may be mild or sharp, phlegmatic or passionate, gentle or severe, he may thrash or not thrash—but I would rather he did not thrash. As men differ and must differ, so must teachers, so must schools. But, no man can be a good teacher who is a cut and dried man without any particular character: his individuality must be strongly marked. He should be, of course, a man of unimpeachable integrity, detesting what is base or mean, and beyond everything hating a lie. He should have pleasure in his work, be fond of children, and not think of looking down upon them, but put faith—and that is a main point which many teachers will refuse to uphold—put faith in the good spirit of childhood. He must honor a child or he cannot educate it, though he may cram many facts into its head. It is essential also to the constitution of a good teacher, that, whatever his character may be, he shall not be slow. Children are not so constituted as to be able to endure slowness patiently. He must also not be destitute of imagination, for he will have quick imaginations to develop and to satisfy.

Furthermore it is essential that he should deeply feel the importance of his office, and utterly disdain to cringe to any parent, or to haggle for the price of services that no money can fairly measure. In all that I here say, I speak with direct reference to schools for the children of those people who are well to do in the world, and can afford to support the kind of teacher they desire. Schools of that kind ought to be in the hands of men trained long and carefully in many studies. Assistant teachers should be men qualified to aid, by undertaking, each a single branch of study in which they have obtained perfection; but the head of a school should carry its brains and be, as nearly as he may be, versed in all its business. It is not for him to teach a speciality, but to command respect by the breadth of his attainments, to link all parts of his plan together, and unite them in the boys' minds into one great whole. He should add to his classical knowledge an acquaintance with, at the very least, two modern languages; he should know how to account for, and to make comprehensible to boys, the reasonings of mathematics; he should have studied and be able to teach, the history of the world as a whole; he should be well read in books of travel, and have a full elementary knowledge of the entire circle of the sciences. He should be well read in the literature of several countries and of his

own day; he should study the political and social movements that are going on about him, and employ even the news of the day in his teaching, by applying it to school knowledge and knowledge to it. He should be able to bring every study into visible subservience to the best and commonest aims of life, showing the children at once how to think and how to make all acquired knowledge available and helpful in their daily work. All this may be too much for one man; but it is not too much for one man and a library. The proper breadth of cultivation given, depth must be maintained by constant and habitual study. The most learned teacher ought incessantly to read and think, so that he may be on each topic as full-minded as he should be when he proposes to give lessons to a child. The good teacher must be devoted to his work; if he wants pleasure and excitement, he must find them in the school-room and the study. For it is only when his teaching gives great pleasure to himself, that it can give any pleasure whatever to his pupils. The parent must not grudge to a worthy teacher the most liberal reward that lies within his means. It is not to be supposed that any large body of men can be induced to devote themselves heart and soul to an ill-paid profession, which demands peculiar talents and expensive training, with a toil both in preparation and in action that can never be remitted.

Crotchet the Third. Of the child taught. There is no fault of character in boy or girl that cannot be destroyed or rendered harmless, if right treatment be applied to it in time; that is to say, within the first twelve years. We inherit tempers and tendencies which sometimes, when they are neglected, bring us to harm. The bent of character is settled before birth. Anything cannot be made of any boy or girl, but something can be made of every child, which shall be satisfactory, and good, and useful. The tendency that would, under a course of neglect or bad management, produce out of a cross infant a self-willed and dogged man, may be so managed as to develop into firmness tempered with right judgment. Mismanagement at home hinders good management at school, and, for a generation or two, that difficulty will hurt the operation of the best school systems. There belong, however, to the spirit of childhood and youth, qualities through which a true-hearted appeal is sure of a true-hearted reception. Children are good, and they are so created by Divine Wisdom as to be wonderfully teachable. They are, however, also so created as to require free action and movement, to be incapable of sustaining long-continued mental exertion, to be restless. It is not in the constitution of a child to sit day after day for three or five consecutive hours upon a form. If the schoolmaster subjects children to unnatural conditions, and Nature asserts herself in any boy or girl more visibly than disci-

pline admires, the teacher, not the child, is then in fault, and it is he or she — if any one — who would stand in the corner, do an imposition, be whipped. It is only possible to teach a child well, while accommodating one's ways humbly to the ways of Nature.

Crotchet the Fourth. On the constitution of a school. Since there is no such thing as a plan universal for all teachers; since each school should maintain its own individuality; since a school of which the plan is an abstraction is a dead school; I can only express my notions on this subject by explaining what sort of a crotchet my own notion of school-keeping was, and how it answered. Let me be at the same time careful to reiterate, that I do not propose it as a nostrum, but that, on the contrary, I should hold cheaply the wit of any one who copied it exactly in practice. I only want my principles adopted — nothing more. One notion of mine was, that if children could be interested really in their studies — as they can be — so long as they were treated frankly and led by their affections, the work of education could be carried on entirely without punishment. I had been, as a boy, to many schools, and knew how dread begot deception, and we were all made, more or less, liars by the cane. Even our magnanimity consisted frequently in lying for each other, and obtaining for ourselves the floggings that impended over friends. I knew how deceits rotted the whole school intercourse to which I had myself been subject; how teachers, made distrustful, showered about accusations of falsehood; how we cribbed our lessons, and were led to become sly and mean. I do not mean to lay it down as a principle that schools should be conducted without punishment; I can conceive a dozen kinds of men who would know how to do good, with a few floggings judiciously administered. But I was not one of the dozen — I should certainly have done harm. Corporal punishments being abolished, there remained few others. For, I uphold it as a principle, that punishments which consist in the transformation of the school-room to a prison, or in treating studies and schoolbooks as if they were racks and thumb-screws — instruments of torture to be applied against misdoers, in the shape of something to write or something to learn—to learn, forsooth!— defeat the purposes of education, heap up and aggravate the disgust which it should be the business of a good teacher carefully to remove as it arises.

I set out, therefore, with the belief that I could dispense wholly with punishment, if I could establish perfect openness of speech and conduct in the school. Accordingly, a little ceremony of signing a book was established on the entry of each pupil, whereby the signer formally promised in all dealings with his teacher or his companions "to act openly and speak the

truth." All motive to deception being as much as possible withdrawn, the strongest motive penalty could give, was put in the other scale; for it was established as a fundamental law, that a first falsehood would be forgiven, but that after a second the offender would be required to leave the school. This law was taken, as it was made, in sober earnest. There was only one transgressor, a youth of fifteen, blunted in feeling by a long course of mismanagement. He did not remain with us three months. Systems, and very good systems too, according with the individuality of other teachers, would provide for cases of that kind; mine did not. It was so far faulty. It would suit forty-nine children out of fifty, but the fiftieth would need another kind of discipline. A little pains being taken to keep up the feeling, perfect openness was secured, and no tale-telling was possible, for every one told frankly his own offence.

And that too was the case, although it was found in practice not quite possible to go on wholly without pains and penalties. At first, when there were half a dozen pupils, all went well; but when the number had increased, though all continued to go well, and the best spirit was shown by the children, it was not possible for them, gathered in groups, to exercise so much self-control as they might themselves wish, and as was necessary for a reasonable discipline. The joyousness and restlessness of youth, not being chilled in any way, would now and then break out at inconvenient times, and every idler was a cause of interruption to his neighbors. Penalties were therefore established. They were of the lightest kind, and represented nothing but the gain or loss of credit. They would have been ridiculous, except in as far as they were applied to children anxious to prove their resolution to do right.

Rewards were established with the penalties, and it is necessary to explain their nature first. I think it may be laid down as a principle, that the practice of urging school-boys, or even young men, into fierce competition for a book, a medal or a sum of money, hurts more than it helps, the work of earnest education. The true teacher ought not to give prominence to an unworthy motive for exertion; only a false teacher does that, to escape, in an artificial way, some of the consequences which result from the false principles on which he goes to work. It was my crotchet to give nobody a book for being more quick-witted than his neighbor; but, as much as possible, to set each working for his own sake, and to fix a common standard—not of intellect, but of application and attention, which each was to endeavor singly to attain. It was possible that, at the end of a half-year, every pupil might receive a first-prize. It was certain that, as prize or present, every one would receive a book, and that although there were first, second, and third

prizes, the difference between them was not to consist in money-value.

This was our system of penalties, by which alone the little state of children was held in sufficient check:—Whoever, during work-time, was a cause of interruption, had an interruption marked against him. If he interrupted three times, it was said that he lost half-a-day; if six times, he lost the day, and, for the day, had nothing more to lose. If he chose — as he never did choose — it was to be supposed that, having got so far, he might make as much noise as he pleased thereafter. Gay spirits now and then indulged themselves in the luxury of two offences against order, stopping at the third. Every offence against discipline went by the name of interruption; and we called a day a ticket. At the end of the half-year, each pupil's lost days were counted, and according to their number was the number of his prize. Within the cover of his book was pasted a small printed form, which, being filled up, carried abroad the exact intelligence that its owner had been present and attentive at school a certain number of days, absent or inattentive another certain number of days, and had received that book as a first, second, or third prize. The success of this plan was greater than a man putting no faith in children might suppose. Stout boys, who could pull at an oar with a strong arm, were not too big to cry, sometimes, over a lost half-day. The ages of the pupils ranged between eight and fifteen. Now and then, it happened that some great event outside, such as the freezing of a pond, produced an irrepressible excitement. Common restraints would not check talking and inattention. The punishment then introduced is horrible to tell: — There was no teaching! All lessons were put aside. Instead of extra lessons, for a punishment, no lessons appeared to me the best mark of supreme displeasure. Lessons were not to be regarded as their pain, but as their privilege; when they became too unmanageable, the privilege was, for a time, withdrawn. Whatever you may choose to call a punishment, becomes one to an honest and well-meaning child. Stoppage of lessons checked all turbulence at once, and the school looked like a dismal wax-work exhibition until the prohibition was withdrawn.

Children are very teachable, and it is just as easy to excite in them, and to lead them by, a sense of honor and self-respect, as to spur them on, by promoting among them rivalries and jealousies, and to try to drive them out of mischief with a cane.

Having explained our criminal code, let me describe next our ordinary constitution, which was from beginning to end one shock to the feelings of Quemaribus when I detailed it to him. Children are not fond of gloom or ugliness; and it is not won-

derful if they have little admiration for the customary school-room and its furniture. My crotchet on that subject was, that the best room in the teacher's house should be the school-room, and that he should do all he in reason could to give it a cheerful and even elegant appearance. The school of which I speak, was established by the seashore, and there was a very fine view from our school-room window. It must be confessed that there was plenty to look at, and sometimes certainly a ship or a donkey would appear at inconvenient seasons; but, as we did not shut the world out from our teaching, there was no good reason why it should be shut out from our eyes. There was a back room used for supplementary purposes, but the front room was the main work-place. I was the first tenant of the house, and papered it. For that school-room, in defiance of all prejudice, and in the mad pursuance of my crotchet, I chose the most elegant light paper I could find — a glazed paper, with a pure white ground, under a pattern that interfered little with the whiteness and delicacy of the whole effect. After two years of school-work in that room, it being always full, the paper was left almost without a soil. There had been a few ink-spots that could readily be scratched out with a knife, and one mishap with an inkstand, of which the traces were sufficiently obliterated with the help of a basin of cold water.

Upon the mantelpiece were vases, which the children themselves kept supplied with flowers. The room was carpeted, and it must be granted that the carpet soon wore out. There were neat little cane chairs instead of forms, cheerful-looking tables instead of school desks. The aspect of the room was as cheerful as I could contrive to make it, and was a great shock to the prejudices of Dr. Quemaribus. It did contain, however, a blackboard, a pair of little globes, and a great map of the world: — to which our references were so incessant, and I believe often so pleasant, that I think we all were glad to be familiar with its features.

Dr. Q. called on us one Monday morning, before his own Christmas holidays were over — ours being short — and he made a grimace when he found us very snugly seated about the room, one stirring the fire, and all talking about the news of the day. I was insane enough to devote every Monday morning to that sort of study, and the Doctor candidly confessed before he left that it was not altogether folly. Boys accustomed to discussions upon history, looked at contemporary events from points of view that appeared quaint to him and not entirely useless. They bewildered him by their minute acquaintance with the recent discoveries at the North Pole, which they had acquired while their hearts were full of sympathy for Sir John Franklin. There was a new scientific discovery, of which

they were endeavoring to understand as much as possible, and they were criticising social movements in a startling way. The Doctor observed too, how the tempers and the humors of the children were displayed in this free talk, and how easy it became, without effort or ostentation, to repress in any one an evil tendency — the tendency, perhaps, to pass summary and contemptuous opinions — and to educate the intellects of all. A great deal may be done when all seem to be doing nothing. When news was scarce, and time was plentiful, we filled that morning with a lesson upon what we entitled "common knowledge." That topic recurred two or three times a week, and was concerned with reasonings and explanations on the commonest of every-day words and things.

We divided the day into two very distinct parts. Half was spent upon book-study, as of languages, arithmetic, and mathematics; the other half upon history and science. I began to struggle — through the history of man — fully enough to occupy over the task five or six hours a week, and get to the end in about three years. In the same time, we were to get through the story of the world about us, and complete the circle of the sciences. Geography we learned insensibly with history and science, filling up our knowledge of it with the reading of good books of travel. In these studies, the interest taken by the children was complete; but partly because I felt that there was insecurity in oral teaching by itself, partly because I wished to see how we were getting on, a practice was established of mutual examination in all things taught verbally to the whole school together. All were parted into two sides, matched pretty evenly, whose work it was to puzzle one another. The sides were often shifted, for the eagerness of competition became sometimes greater than was wholesome; though it was a pure game of the wits, in which there was no tangible reward held out to the victor. Very proud I felt at the first trial, when I heard questions asked and answered upon facts in history or natural history, or explanations of familiar things taught verbally, in some cases, twelve months ago. It was felt to be of no use to ask anything told within a month or two, because that probably would not have been forgotten. I got a book and entered every question that was asked, wording it in my own way, but altering or prompting nothing; and the book now lies before me, an emphatic proof of the degree and kind of interest that children, taught without compulsion and allowed to remark freely upon all that they are doing, can take in the acquisition of hard knowledge. They began curiously with thoughts rather than things; and with thoughts, too, that had not been discussed among us for a twelvemonth. "Why does China stand still in her civilization?" was asked first; that being answered,

the other side returned fire with the same kind of shot, "Why did our civilization begin on the shores of the Mediterranean?" That was remembered, and there was a return-question ready, "Upon what does the advance of civilization depend chiefly?" That, too, was known, and there was a shot more in the locker, "Why is England so particularly prosperous — why not some other island?" Then, there was a change of theme; a demand for the habits of the sexton-beetle was returned again in kind by a demand for ditto of the ant-lion; and upon the white ants there was a retort made with the gad-fly and the Bosphorus. Then, one side grew nautical, and wanted a description of all the parts of an ancient ship-of-war. They were remembered — for the topic was but a few months old — and the retort was, "Describe the spy-boats of the ancient Britons." That day's engagement ended with the question, "Why is it close and warm in cloudy weather?" to which the return-inquiry was, "Why is it colder as you rise into the air, though you get nearer to the sun?" Every question asked that day, was fairly answered. On the next day of battle, I find one side asking to be shown the course of the chief ocean-currents, and the other demanding to be told what causes ebb and flow of tide, spring and neap tides, and to be shown the course of the tide-wave. I find questions, in the same day, on the wars of Hannibal, the twinkling of the stars, the theory of coral reefs, the construction of the barometer and thermometer, the tide of the Mediterranean, and how one branch of a fruit-tree can be made to bear more than the rest. Farther on, I find such questions asked as the difference between ale and porter, between treacle and molasses, how a rope is made, how spines are formed on shells, when linen was first used in Europe, and what is the use of eyebrows and eyelashes.

After this system of mutual examination was established, a new phase of our school-life displayed itself. The oral-teaching, which had evidently not been thrown away, was cultivated with new care; a great system of note-taking arose; all kinds of spontaneous efforts were made to retain things in the memory; and the result was, that, as I read before I taught, and could not remain always so full of information on a topic as I was while teaching it, the children over and over again remembered more than I did. I soon needed all my wits not to be nonplussed myself when they were laboring to nonplus one another.

Now if work of this kind can be done merrily, stopping at the end of every hour for five minutes of play, and throughout without any employment of a harsh restraint; if, over work of this kind, faults of character or temper can be easily and perfectly corrected — as with us, in two or three instances, they were —

a spirit of inquiry can be begotten. That done, a boy can be made to feel the use and enjoy the exercise of education, and in the end will turn out eager to go on acquiring knowledge for himself. Surely if this be so, there must be something rotten in existing school-systems, planned upon the models set up in the middle ages! Truly, I think there is great room for a Luther among schoolmasters; and I do marvel greatly at the pertinacity with which society adheres, in these days, to scholastic usages whereof familiarity breeds in it no contempt. — *Household Words.*

CHILDHOOD.

[From the Home Journal.]

(*Continued from page 356, November Number.*)

"The taste for comedy, at least in a finished form, is of later date. It implies familiarity with the follies and foibles of the world; it suits the pococurantism of manhood better than an enthusiastic and reverent age; it belongs to a habit of mind critical rather than creative. It is quite true that boys, especially school-boys, *have a very lively sense of what is ridiculous, and still more of what is ludicrous.* No sobriquets elaborated in after life by the ingenuity of party warfare, hit the mark so well as those in vogue at school — launched by the careless hand, and forged in an instant by the ready wit and happy versatility of boys. But, notwithstanding all this playful humor, the other element preponderates below the surface. Thus Dickens is generally a greater favorite with boys than Thackeray.

"But the child's idea of a future state — in this point again he resembles the Greeks of old — is rather a continuation of the happy home in which he lives, than a new heaven and a new earth. He cannot conceive it otherwise — and why should he? Through the operation of the same cause, it is mercifully ordained that his mind is easily diverted from a morbid scrutiny into its own faults, and thus disencumbered of the heavy burden that would otherwise impede the onward course. Perhaps this consideration tends to explain, what has been called,*

* The passage is so beautiful, that we cannot refrain from quoting it entire:— "Truly it is a mystery, that strange privilege which boyhood alone seems to possess of being at once sinful and light-hearted. It is, as it were, the mingling of the pure and the impure, in the same cup, without the whole draught becoming polluted. In after years guilt has its moments of wild and feverish delight; but boys, and boys alone, can *sin, and be sorry for awhile, and then fling aside all thought of it, and feel as though they had never sinned at all.* In infancy the consciousness of sin is a thing unknown, in manhood it presses on the heart like an ever-present burden; but in boyhood it is like an April cloud,

in one of the little books mentioned above, 'an inscrutable mystery in boyhood;' the rapid facility with which the sorrows of repentance are effaced by returning lightness of heart. The deliberate propension of manhood, once perverted from its proper objects, needs a hard and bitter struggle before it can be restored them again. 'If the light that is in thee be darkness, how great is that darkness!' But, while the ruling faculty, the reason, is less capable of withstanding the rude caprice of the undisciplined passions, there is more hope, and less bitterness of remorse.

"Another characteristic of the young — one which they have in common with the fair sex — is the *personal* aspect in which they regard things; the disposition to refer everything to the person from whom it proceeds, or to whom it belongs, and to judge of it accordingly. Principles and opinions are invested by them with the associations belonging to the persons who support or impugn them. *The personal authority of the teacher, his claims to affection or respect, have more efficacy with them than the independent evidence of what he inculcates.* Nor can it be regretted, that their reason, immature at present, and ill-prepared to enter into the strife of opinions, should be naturally disposed to attach itself to the guides placed within reach by Providence, and to submit to them almost implicitly. A time must come, for educated minds at least, when they cannot conscientiously evade the arduous duty of examining and pronouncing for themselves. But it is foolish to anticipate prematurely this painful responsibility.

"Again, *children*, like some of the most intelligent among domesticated brute creatures, *have a quick and intuitive sense of character.* They are skilful to read its hieroglyphics in the look, voice, manner, and general appearance. They feel themselves unaccountably attracted or repelled by the different persons with whom they are brought into contact; and these prepossessions seldom prove mistaken. They are great hero worshippers. Virtue to them is no lifeless abstraction — no '*bona res*' — nor yet a frigid and decorous personification. To find a way into their hearts, she must appear like the gods of Homer — in the real flesh and blood of some great and good man. As soon as they begin to be initiated into the busy controversies of the political world, they become violent partisans. With the party to which they are attached, resides all right and goodness; out of its pale all are aliens and foes. Castles in the air, beautiful and unsubstantial, 'rise like an exhalation;' or 'like the airy fabric of a dream,' doomed, alas! 'to melt away before the light of common day.' Cherished theories of Utopian perfec-

which flits over the landscape, darkening it for a while, and then passing away altogether, and leaving it as bright as ever. Of all the mysteries of boyhood this is perhaps the most inscrutable."—*Charlton School, or the Cherry Stones.*

tion, and the eager pursuit of unattainable ends, lure on the willing dupe; until as years pass away, tired of the hopeless chase '*he learns to understand that to strive after good, rather than to attain it, is the portion allotted to man by God in this life.*' It may be added, that children are little, if at all, affected by worldly considerations in choosing their friends. Rank and riches are nothing to them, in comparison with real personal attractions. *Tuft-hunting*, or '*flunkyism*,' *as it is now called, too often the bane of society among the grown-up children of the world, is almost, if not utterly, unknown at school.* Prowess at cricket or foot-ball — feats of bodily strength and activity — deeds of 'pluck' and hardihood — the value of qualifications like these may be overrated at school; but, after all, the higher excellences of generosity, kindliness, and candor, never fail to be appreciated there. The self-aggrandizing spirit, which torments men in after years with a constant anxiety to form 'good connections,' and so to rise one step higher in the social scale, may sometimes intrude itself even into College life, and interfere, more or less, with the sincerity of its intercourse; but is powerless to infuse its base alloy into the genuine affection of early friendship.

"Children, it has been said, by no less an authority than Johnson, are naturally cruel. But, despite the weight of so great a name, a charge like this will not need much refutation among those who have studied the ways of boys. Very heedless of consequences they often are — and scarcely familiar enough with pain and suffering by their own experience, to estimate rightly what they are inflicting; but they must be acquitted of intentional or deliberate cruelty. *Their 'love of mischief' is in the main an experimentalizing curiosity.* Another accusation brought against them — it occurs in a book full of thoughtful advice on the subject of education, 'Early Influences,' by Mrs. Montgomery — is, that they are not naturally truthful. It might have been supposed, that, if anywhere, truth would delight to dwell in so pure an abode as the breast of little children. It would be difficult to connect the idea of falsity with their artless simplicity. The fact is, they have a strong innate sense of the badness of a lie: but *the timidity and shrinking from pain inseparable from a tender age, easily avail to overpower the natural propensity to truth. Thus an appearance of insincerity is produced.* A similar explanation might be applied to the national character of the Italians and Hindoos. Reserved, except to the few who understand them, children are very liable to sudden gusts of changefulness, but they are not often deceitful nor untrue."

The writer has a long passage, which we wish we had room to quote, on the value of an *indirect mode of teaching*, or the

embodiment of abstract truth in narrative. Such a mode of writing "wins its way more easily into the understanding — quickens the attention — inspires the feelings — is retained more lastingly — gives more exercise to the imagination." "And then it is no small gain to substitute what is pleasurable for a comparatively painful process; especially in the treatment of *that part of human life which seems intended by God to be a season of enjoyment while it lasts, whatever troubles may be awaiting its mature manhood.*"

But we like the writer's

UPHOLDING OF FAIRY STORIES.

"But what are we to say of the *compendia of useful knowledge which threaten, in some quarters, to dislodge the beneficent fairy, with her wonder-working wand and ubiquitous and multiform genius?* It is difficult to see how any moral influence can be exercised through such channels on the youthful mind, which has need as yet rather to be *formed* than *filled.* A naked list of dates or other facts, with which the feelings have nothing to do, and in which, as yet, the understanding can recognize little or nothing, is a mere nonentity to the child. It sinks as a dead load into the memory, overtaxing the mechanical powers of retention, whilst it kindles not a spark of feeling nor generates a single genial thought. But let a child's ready sympathy be excited, let the travelled merchant of Bagdad unfold the secrets of his furrowed brow, and the solitary Crusoe detail by what ingenious contrivances he has fenced out the wild beast from his own savage den, and barely kept soul and body together at the peril of both, in his lonely island, no danger will there be lest the adventures or devices of either should appear to the child too fanciful or minute. He finds no fault with the lavish exercise of supernatural power by friendly or malicious genius; where the marvellous, however absurd to older ears, is so plausible and consistent, so devoutly believed by the several characters of the story — no wonder is it that a child should welcome each new marvel with even heightened interest.

"Again, the poetry in which childhood has been said to share so largely, though unconsciously, is not manifested in occasional outbursts of feeling on the active homage which a poet loves to offer to the beautiful; it is not something often banished, and continually overshadowed by the daily formalities of common life, scared by the 'dry light' of science, and the cold analysis to which thought and feeling are subjected in manhood; rather is it a constant stream of silent joy, beating with every pulse, and pervading every sensation. It has no voice of its own to raise,

but all the more does it find in the flowers of Eastern language an expression of its own secret impulse; nor need any fear be entertained, lest a mind dieted on such imaginative food in childhood should grow up fantastic or superstitious. In the present state of society such a fear is groundless. The danger, now-a-days, is all the other way; and let us beware how, in our fancied wisdom, we undervalue such a talent for appreciation of the marvellous — for from whom did modern science draw its light, and modern art and letters the originating impulse of its excellence, and the models which have provoked its imitative powers — from whom but that race, whose every stream and mountain was hallowed by its appropriate legend, and enshrined as it were, the personal presence of its god or hero?"

It is a truth we seem to forget, that the *imagination* of man is the precursor of his *understanding*. The child's glimpses into the unseen world serve at least to lay something up in reserve which can lift him from the petty and sordid cares of life, when the soul shall need such relief.

We conclude our extracts from this writer, with his remarks on

OVER-EDUCATION.

"*Among the great faults of the present day in this country are superficial intellectuality*, want of originality, and dissipation of power; *an imperfect and discursive acquaintance with many studies, instead of intense concentration upon one*, according to the bias of the individual — morally, an excessive anxiety, a harassing ambition to 'rise in the world,' and a morbid self-consciousness destructive of energetic action. The abatement of these evil tendencies, doubtless, depends much on early culture. Books for the young, we have endeavored to show, should be entertaining, fitted to nourish the affections and imagination rather than the logical faculty, indirectly instructive and suggestive rather than exhaustive of their subject, presenting images of good to be followed, rather than of evil to be shunned. *Above all, children must not be taught too much nor too soon.* Knowledge *is* sometimes a hurtful burden; too much of it in proportion to the natural powers *destroys originality* and substitutes an unreal and insipid taste, an unconscious hypocrisy. If the dialectic faculties are later in their development than the emotions, the memory, the imagination, and the apprehension of the senses, it cannot be disputed that the young may best be influenced by personal authority and personal example; nor that the study of languages naturally comes first in order, next the events of history and human life, last of all the abstractions of Philosophy — *first words; then things;*

lastly ideas. As the sense of hearing is most acute in the dark, as the fancy is most inventive in the glimmering twilight, so the memory is most impressible and most tenacious, the feelings are most susceptible, before they are reduced under the severe control of the mature intellect enlightened by reflection. With all that is being done for the reform of our modes of training the young, *we have still to struggle with the evils of an indiscriminate and premature education.* Goethe, in his Wilhelm Meister, sagaciously protests against a uniform dress for his Utopian schoolboys. To discover the embryo genius, if he had any, of each boy, and to give it especial cultivation, was one secret of the influence of the Jesuits. They knew that our wishes are the prognostication of our powers. With us in Great Britain it is different. Not in large schools only, but in the narrower circle of home, it is too often to be deplored, that those who have care of the young, and who ought to know of each one, what he is, and what he is best able to do, fail to observe their several traits, and to shape their rough-hewn capacities to the proper end. The other evil is even more serious. The anxiety to make clever children defeats itself — it spoils thousands who might be clever men. *Not a few, and those the most promising — children, for example, like Hartley Coleridge — require to be positively kept back, not urged onwards.* In his pitiable case it was not the predominance of fancy in his childhood that was unhealthy, but the unboyish consciousness of self. Games at play with other boys would have been far better for him than to sit listening with greedy ears to the philosophers of the Lakes. The two greatest among our British poets, Shakspeare and Milton, both speak complainingly of their 'late spring.' Their regrets were unheeded. Better, far better that it should be so, than that the fruits, nipped and shrunk, should belie the promise of the abundant blossom. *Let each period of life wear its own garb, and play its own part.* For old age there is rest — persevering activity for manhood — and for childhood the grace and beauty and careless happiness which are peculiarly its own."

PRUSSIAN SCHOOLS A FEW YEARS AGO.

DINTER, in his autobiography, gives some surprising specimens of gross incapacity in teachers, even subsequent to 1819. The following anecdotes are from that interesting work, *Dinter's Leben von ihm selbst beschrieben.*

In the examination of a school in East Prussia, which was taught by a subaltern officer dismissed from the army, the teacher gave Dinter a specimen of his skill in the illustration of

Scripture narrative. The passage was Luke vii, the miracle of raising the widow's son of Nain. "See, children, (says the teacher,) Nain was a great city, a beautiful city; but even in such a great, beautiful city, there lived people who must die. *They brought the dead youth out.* See, children, it was the same then as it is now—dead people could n't go alone — they had to be carried. *He that was dead began to speak.* This was a sure sign that he was alive again, for if he had continued dead he could n't have spoken a word."

In a letter to the king, a dismissed schoolmaster complained that the district was indebted to him 200,705 dollars. Dinter supposed the man must be insane, and wrote to the physician of the place to inquire. The physician replied that the poor man was not insane, but only ignorant of the numeration table, writing 200,70,5 instead of 275. Dinter subjoins, "By the help of God, the King, and good men, very much has now been done to make things better."

In examining candidates for the school-teacher's office, Dinter asked one where the Kingdom of Prussia was situated. He replied, that he believed it was somewhere in the southern part of India. He asked another the cause of the ignis fatuus, commonly called Jack-a-lantern. He said they were spectres made by the devil. Another being asked why he wished to become a school-teacher, replied, that he must *get a living somehow.*

A military man of great influence once urged Dinter to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," says Dinter, "if he sustains the requisite examination." "O," says the Colonel, "he does n't know much about school-teaching, but he is a good, moral, steady man, and I hope you will recommend him to oblige me." *D.*—O yes, Colonel, to oblige you, if you in your turn will do me a favor. *Col.*—What is that? *D.*—Get me appointed drum-major in your regiment. True I can neither beat a drum, nor play a fife; but I am a good, moral, steady man as ever lived.

A rich landholder once said to him, "Why do you wish the peasant children to be educated? it will only make them unruly and disobedient." Dinter replied, "If the masters are wise, and the laws good, the more intelligent the people, the better they will obey."

Dinter complained that the military system of Prussia was a great hindrance to the schools. A nobleman replied that the young men enjoyed the protection of the government, and were thereby bound to defend it by arms. Dinter asked if every stick of timber in a house ought first to be used in a fire-engine, because the house was protected by the engine? or whether it

would be good policy to cut down all the trees of an orchard to build a fence with, to keep the hogs from eating the fruit?—*Nat. Ed. in Europe.*

[For The Massachusetts Teacher.]

PHONETIC SPELLING.

THE November number of the Teacher contains an article on this subject from "Trench on Words," which has been published in the Teacher before, and is now, by some unaccountable error of the proof-reader, printed with the heading of an original communication.

I agree with Mr. Trench that the general introduction of a phonetic alphabet would be useless, because the language is not unchangeable, and therefore "before long there would again be a chasm between the spelling and the pronunciation of words."

But his "deeper and more serious objection" to phonetic spelling is not well founded. The very classes of words which he instances, in which ph takes the place of φ and y of i, so far from aiding the student to detect analogy with the Greek, serve to hide that analogy in all words not spelled with ph and y. In those words which were early introduced from Greek to Latin, φ was introduced as f. Indeed, the form of f was borrowed from φ Yet, by our pernicious habit of calling φ *pee aitch*, we effectually hide the derivation of words spelled with an f. Mr. Trench's remarks on this subject are on a par with those which he quotes from Lord Bacon, and may go down to posterity coupled with Lord Bacon's sneers at the science of electricity, or his contemptuous remarks on the teleological doctrines which in the hands of Cuvier and Agassiz have led to such invaluable results.

Turning from this brilliant piece of special pleading against phonetics, and looking soberly at the whole subject, I cannot but be astonished that the teachers of our common schools do not more eagerly seize the advantages which are offered by the use of a phonetic type as a means of education. The amount of labor saved in learning to spell, said by Mr. Trench to be absurdly exaggerated, I say cannot be exaggerated. It is the whole difficulty of learning. It is the one great cause of ignorance. Few adults would remain ignorant of reading if phonetic books were in every house.

But the advantages of a phonetic type are not confined to learning to spell. Such a type makes teaching to read a pleasant task, learning to read an attractive, fascinating thing to the child, and the moral effect of this is worth a great deal. It also serves as an admirable drill for older classes, in pronunciation.

It is of great advantage in teaching foreigners our language, an advantage which in this land of immigration is not to be overlooked.

The advantages of the phonetic short hand are still greater, as an educational agent, and the objections brought against the general use of a phonetic print do not lie against the use of phonetic writing.

In the public schools, therefore, which I have the honor of overseeing, we have introduced the phonetic print, and phonetic short hand, and after a trial of two years, cordially recommend the other schools of the State to do likewise. H.

In our last we made an extract from The Schoolmate, giving some account of the Boston public schools, their names, and studies. But, as it omitted the list of books required to be used in the girls' schools, we extract the following from the City School Superintendent's *last* report, Article 16th:

"The books and exercises for the several classes of the Girls' schools, shall be as follows:—

"*Class* 4. No. 1. Swan's Spelling Book. 2. Tower's Gradual Reader. 3. Writing in Books, on Root's, Northend's, Badlam's, or Winchester's system. 4. Greenleaf's Mental Arithmetic, the edition heretofore used.

"*Class* 3. No. 1. Swan's Spelling Book. 2. Russell's Sequel to the Primary Reader. 3. Writing, as in fourth class. 4. North American Arithmetic, Part Second. 5. Parley's First Book of History, combined with Geography, to be used chiefly as a reading book, and as a medium of oral instruction in Geography.

"*Class* 2. No. 1. Spelling from reading lesson. 2. Tower and Walker's Reader. 3. Writing in Boston school writing books, with written or engraved copies. 4. North American Arithmetic, Part Second. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing upon the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition. 8. Exercises in Drawing. 9. Worcester's Dictionary.

"*Class.* 1. No. 1. Spelling from reading lesson. 2. Reading in American First Class Book. 3. Writing. 4. North American Arithmetic, Part Third, or Robinson's American Arithmetic. 5. Mitchell's Geography, Atlas, and Questions, with exercises in Map Drawing on the blackboard and otherwise. 6. Bullions's Analytical and Practical Grammar. 7. Exercises in Composition. 8. Exercises in Drawing. 9. Worcester's Dictionary. 10. Robinson's Bookkeeping. 11. Worcester's History. 12. Hall's Manual of Morals—a Mon-

day-morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium of Natural and Experimental Philosophy, or Olmsted's Rudiments of Natural Philosophy as a text-book, with the Philosophical Apparatus provided for the schools, shall be given by the master to such portion of the first class as can attend thereto, without neglect of the foregoing course of studies; and on the same condition the following exercises and studies are permitted in the Girls' schools, under the direction of the masters and Sub-Committees, to be taken up in the order arranged, as follows, and in no other.

"1. Jarvis's Practical Physiology.
"2. Smellie's Philosophy of Natural History.
"3. Sherwin's School Algebra.
"4. Tillinghast's Plane Geometry."

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE 25th annual meeting of this Association was held at Georgetown, on Friday and Saturday, 20th and 21st insts. The Association was called to order at 11 o'clock, A. M., on Friday, by J. B. Fairfield, Vice President, and opened by prayer by Rev. Isaac Braman, of Georgetown. Owing to a detention on the Danvers and Georgetown Railroad, the lecturer and the greater part of the teachers did not reach the place of meeting till nearly 12 o'clock, and no business of importance was transacted till afternoon. A large number of teachers were present. The lecturers were M. P. Case, Esq., of Salem, Ariel Parish, Esq., of Springfield, Charles Northend, Esq., of Salem, and Elbridge Smith, Esq., of Cambridge. An extended range of topics was presented, many of which were freely discussed by the teachers and other friends of education; among whom, were Messrs. Greenleaf, of Bradford; Case, Edwards, Carlton, and Northend, of Salem; Parish, of Springfield; Newton, of Newburyport; Jacob Batchelder, of Lynn; Pike and Walton, of Lawrence; Baker, of Gloucester; and Dr. Spofford, of Georgetown.

The following is a list of the officers elected for the ensuing year:

M. P. Case, of Salem, President; J. S. Eaton, of Andover, Vice President; A. G. Boyden, of Salem, Corresponding Secretary; J. W. Upton, of Lynn, Recording Secretary; E. Valentine, of Marblehead, Treasurer; R. Putnam, of Beverly, Rev. J. P. Cowles, of Ipswich, R. Edwards, of Salem, N. A. Moulton, of Salem, Jacob Batchelder, of Lynn, M. O. Hall, of Newburyport, Counsellors. G. A. WALTON, *Rec. Sec.*

Lawrence, Oct. 24, 1854.

MR. HEDGE'S REMARKS ON ARITHMETIC,

BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION.

At 11 1-2 o'clock, the President announced a Discussion on Arithmetic. Mr. Nathan Hedges, of Newark, N. J., by previous appointment, opened the Discussion, and spoke as follows:

Mr. President and Fellow Teachers:—In rising to assume my part in opening this discussion, it is but justice to myself to say, that although not entirely unused to public speaking, yet on this occasion, and on a subject seemingly so plain, I have felt an embarrassment unusual and uncomfortable.

In forecasting, as it was certainly proper that I should, what line of remarks would be likely to convey the most useful hints and suggestions, I at first thought to speak of Arithmetic as a science to which some have devoted many years of labor, but it occurred to me that I should be surrounded by many whose names are well and widely known in connection with that branch of education, and I would not seem to offer an intimation or hint to such.

I then thought that I would speak of Arithmetic as an art; but, among all this people, how few are there that are conscious, in the least degree, of any lack of ability in the art of computation. Again, I thought that I would speak of Arithmetic as a useful branch filling a large place in our schemes of education, especially in common school education; but this is one of those questions to which there is only one side, and I found it would be almost impossible even to promote a discussion on such a view of the subject.

This reduced me to the condition that our boys often find themselves (and we do not pity them enough) when they have written three or four compositions upon one subject, and another is required of them, upon the same theme. They give up in despair; because the subject is exhausted.

Let us, however, look at the matter again. "Every tree is known by its fruits:" and the work of the teachers of the last generation has been tested, and not very much to its advantage, —by the fruit it has produced. I appeal to the oldest and most experienced teachers here,—is it not true, that, considering the activity and energy of the people among whom we live, and of the business habits of our country,—Is it not true, I say, that the last generation of teachers has failed to give to their pupils that readiness, that promptness, in business calculations, and in the use of numbers, which the exigencies of business require? Farther than this, I appeal to every man conversant with business,—Is it not true, that our most accurate business men have

exultingly testified that their ability was self-acquired. This, if true, is very much to the discredit of the past methods of teaching. Still farther; I appeal to you, gentlemen, as educators, have we not thought too little of Arithmetic as a means for mental discipline, adapted to strengthen the reasoning faculties, inducing consciousness of strength and self-reliance. On the other hand, I appeal to those long in the business, that our pupils go through the book, as they say, and yet, when called upon to go through the most ordinary business transactions and calculations, they cannot tell what rule they are done by. I have seen this for a long course of time, and it has been true of a great proportion of the teaching we have had in the schools.

Now, Gentlemen and Ladies, if these things are true, if there exist these defects in our methods of teaching, if the fruit that our teaching has borne, is not of the kind in every respect that it should be, it is but wise and proper that we should look back, reconsider, and endeavor to discover whether there are any improvements which may be suggested. Here I beg leave to say, that as the one appointed to open this discussion, we have no *real* discussion, no favorite hobbies to ride; I deem my part to be the simple duty of breaking the ice; of preparing the way for others to come forward and contribute what they may have to offer in this discussion.

In order that I may give my remarks a more practical turn, I will, with your permission, look back a little on the history of teaching, and give some of its characteristics for a course of years past. I remember my first teacher. He was a type of many who lived a half century since. I remember that our arithmeticians were placed upon a bench, with a slate and pencil in hand, and our master gave us a large sum in addition, or set down a large sum in multiplication; and with the instruction to carry one for every ten, we were required to do the sum correctly, and the penalty for not doing it, was a not very moderate allowance of hickory. This is a fair sample of the teaching fifty years ago, or earlier. Such teaching I call *rudi*mental.* There were no classes, no instruction, no explanation, no blackboard, and for us youngsters, there was no Arithmetic.

The next step in advance is shown by the course of instruction pursued by one who taught in an Academy, and will answer as a type of one of the better class of teachers during the period between 1800 and 1810. His plan, I remember, was to give us, not Greenleaf's Arithmetic, nor any of the others, of which there are now so many good ones, but Dilworth's Arithmetic in one hand, and a quire of paper, called a Ciphering-book, in the

* The noun *rudis* means a rod or stick, in Latin; the adjective *rudis* means rough or *uncultivated.*

other. With a slate and pencil, we were first to do the sum, and then record it in the Ciphering-book, with such ornaments and embellishments as we might be able to give it. This was continued through the book; and what we could not do in one year, we might do in another. As yet there were no classes, no blackboards, no adaptation of our Arithmetic to ordinary business transactions—nothing at all to connect the arithmetician's mind with business. It was to a great extent an occult science. Yet the teacher to whom I have alluded was one of the kindest and best of men. He did as well as he knew how, and we learned a little.

The third step forward was at that time when Dilworth's Arithmetic was superseded in our schools, by those of Daboll, Adams, Pike, and others. These were much better adapted to our business transactions than Dilworth's had been, although they tormented us with Massachusetts and New York currency, and a multitude of other things. We now felt that we could touch ground; we were certain that Arithmetic had a little to do with the actual business of life. It was a great advance; and as children, we began to feel our strength, and rejoice. Not long after this light began to dawn upon us, the introduction of blackboards into our school-rooms followed. Our arithmeticians were arranged in classes. This improvement took place in 1820. Then there began to be some intercommunication between the teacher and pupil; they began to live the same life, and to have the same thoughts; the teacher infused his mind into the mind of the pupil. A new era had commenced, and the pupil began to love his teacher, to love his business, and to feel that he knew something, and could do something.

The present methods of instruction are well known to you, and in most of our schools, are but a modification of these that I have mentioned.

If I were to describe the method most usual in our schools, it would be in a few words, like this. The arithmeticians in each school are arranged into classes, according to the size of the school. Each class has a definite amount of work, which was given out the day previous, and which is to be brought in, written out on the slate to-day. We will say ten sums. Each boy in a class of fifteen or twenty, brings in his ten sums, and is to be able to explain them. He is asked by the teacher if he has done the sums. If the teacher doubts that he has done them himself, he requests him to go to the blackboard, and perform one or more sums dependent upon the same principle in his lesson, and thus tests his knowledge of the principle contained in the rule of the lesson. By this method, which brings each boy before the teacher, it can be shown whether he understands what

he has done, and this enables the teacher to give instruction not simply to one, but to many. Much as I respect those who have devised and have practised this mode of teaching,—and I will venture to say that a majority of those who are present pursue this method, — I will venture to ask if you have found any six, twelve, or twenty boys well classed to-day, and if so, will they be well classed four weeks from to-day? If they are not well classed four weeks from to-day, is not the interval between the 3d and 4th, or 4th and 5th classes too great? Is not the interval too great to allow the best boys in the 4th class to go up into the 3d? Is it not a fact, that some are too slow, and the advance of some too rapid and too impulsive? Do you not have to help along the languid, and hold back the impulsive? Are they able to measure their strength together, as they ought to? Are they disciplined to active, quick, instantaneous thought? I will not enlarge on this subject. Every teacher has seen and felt the difficulties of the plan.

I have a few words more to say, and if they relate somewhat to myself, be pleased not to suppose that I love to speak of myself, but that I desire to contribute a few ideas, the result of experience, which are not to be found in the books.

It is now more than thirty years since, being dissatisfied with the method of teaching Arithmetic then practised, I resolved to ascertain whether others had any better method. For this reason I visited the schools in the neighboring cities, travelled considerable, and learned much that was good on this subject, yet I did not find what I wanted. I returned home, and began to think about the matter. What do I want? I should say here, that, before determining upon any plan of teaching, two simple principles are wanted. First, to give the pupils a use of the principles of Arithmetic, so that promptly, extemporaneously, at all times, and on all occasions, he can use them without stopping to think back to his book. The educator himself must use the Arithmetic as a means of expanding the subject. I inquired, Do my plans answer my wishes? for I desired to make my pupils such as business men would like to secure. Will giving a boy ten sums, and sending him home with a load of books, requiring him to do the sums, or get his mother to help him, perhaps, make him fit to enter the counting-house? Yet this is the way that is generally pursued, and we have an abundance of witnesses to these facts. What shall we do? I will try to make plain to you the course that I pursue. I shall not be able to give you a full idea of the system,—with me the system is the grand thing.

In the first place, let us call out a dozen little boys, just beginning the multiplication table. By the old method they would take the sums home and get some one to help them. I

thought I had better bring them before me, and give them the simplest sum imaginable. Place 428 on the blackboard, and let 2 be the multiplier. See how many can do it. Most of them do it correctly. Some cannot, and they need explanation. Then give them another sum multiplied by 3, 4, and 5, and when they have done, as you think, enough, let them go to their seats. But, suppose a boy in multiplication wants to be promoted to the next rule; what is to be done? Call him out on the floor with the classes promoted in multiplication. Then give him larger and more difficult sums, and if he stands the drilling, very well—he is ready to be promoted; if he cannot stand it, he ought to have more instruction. This method judges each one by his own ability; it brings each one to stand on his own feet; he is never carried forward, or kept back, by a class. This method of teaching a class on the floor may be easily engrafted on other systems. Its advantages are many. The first is, in giving your pupils a thorough drilling. The second is, in determining whether a boy may be promoted. All that is necessary, is to bring forward those boys that are next in advance of him. Give your pupil sums not to be found in the book. You will have plenty of exercises in manuscript. Suppose you put down a number of sums in Interest. The simplest sums may be marked A; the more difficult, B. You can immediately select from these,—if you keep in convenient portfolios,—such as you desire for examples on a given occasion. *Now* you will find some that are suitable for one who deserves to be promoted out of Interest. "I understand Interest, sir," says one, "and wish to be promoted into the next rule." Give him a dozen sums, or even six, where they are difficult, requiring him to do them with those that have been formerly on the floor; with no books, no answers, and no assistance of any kind. This will enable you to determine at once how each pupil stands in that recitation. One may have done them all right; others, nine, some seven, and some two. To make this plan more thorough, I require each one to keep his own record of how many he has done right, and how many he has done wrong. Here they will attempt to deceive, you will say. I think not. I have found it a matter of great consequence to accustom each boy to keep his own record of the number of sums done correctly and incorrectly. When the sum is done, he walks up to me with his slate; I glance at it a moment, and if it is incorrect he walks to the foot. In this way the class is divided. I see who understand, and who need help. By this mode, suppose I give ten difficult sums to the boy that wishes to be promoted, and he does eight of them; he is ready to be promoted to a different rule, for his review will enable him to keep up, as he is constantly called out with *others* that wish to be promoted.

The next feature is this; to divide up the subjects of Arithmetic. I usually make forty-five divisions. Instead of having classes in school, and dividing them into three, four, five, or six grades, I divide the subjects of Arithmetic into forty-five grades, classes, and sections. I have a book in which are all my little fellows just beginning addition. These are marked 3d class; 4th, multiplication; 5th, short division; 6th, long division; &c. This illustrates sufficiently that part of the plan. In arranging my record, (I beg leave to say that I have always taught boys,) I have every name on an appropriate page. Now suppose three or four boys on the 18th page come to me and desire to be promoted into the 19th, what is the 18th? The reduction of vulgar fractions to decimals. I immediately turn to the exercises in my portfolio, (I do not turn to the Arithmetic,) containing the kind of sums I wish, and such as contain difficulties that will test the boy's knowledge of that principle. A class of a dozen boys is called out, and they are drilled together in that way. The result is, some of the boys that desire to be promoted, show themselves to be familiar with the principles, and can do the sums promptly, and some cannot. I cross the names of those who are ready for promotion from page 18, and place them on page 19. That boy, then, is promoted because he himself is ready to be promoted; and his promotion interferes with no other boy in school. This, then, is a self-regulating system. It turns out, probably, that some boys that have been promoted become a little rusty. We will take these boys and give them some easier sums in the same rule.

These exercises on the floor, make them ready, and prompt, and self-relying. They learn to think for themselves. There is no stopping to think what is in the book at all, and they can use what they learn, in whatever circumstances they are placed.

This is the method for drilling, as we call it. Any of you may follow out this plan; every boy can determine whether he is at the head or foot, and all is straightforward and plain; there is no such thing as a short cut to arrive at the answer to a sum.

I have taken up more time than I ought; I have spoken more of myself than I wished; I have done it for the sake of travelling outside of the beaten track. I do not wish to proceed as the books do, in every respect. I have spoken, also, to give a few hints to those who are devoting their strength to the great work of teaching. I feel a great desire that every teacher should in this branch, as in others, make instruction effectual. If any one desires to know how this plan works, I will only say that I have pursued it without alteration or modification for twenty-five years, and it stands the only great test; and I believe that some who are here have been in my school. It bears good fruit. I doubt not that in many small schools in the

country, there are many young teachers who are troubled and worried because the pupils make no real advance, who might find themselves able to introduce something like this plan to great advantage.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its third semi-annual meeting in the Town Hall in Medford, commencing Friday, the 20th ult.

MORNING SESSION.

The members convened at 9 o'clock for a social interview. An hour having thus pleasantly passed, the meeting was called to order by the President, C. C. Chase, Esq., of Lowell. Prayer by Rev. Mr. Marvin, of Medford, after which the Association was favored with congratulatory remarks from the chair, and a hearty welcome from Tho. S. Harlow, Esq., and Rev. J. Pierpont, in behalf of the School Committee and citizens of the place.

The report of the last meeting having been read and adopted, the Association gave its attention to a very interesting and practical lecture from J. Kimball, Esq., of Lowell, upon "The Teacher's Prerogatives."

After having defined the sense of the term, as taken, and spoken of the interest placed in the teacher's hands, the lecturer proceeded to show that these *prerogatives* were derived from a twofold source. 1st. From the connection of teacher with pupil; and 2d. From the connection of the teacher with society at large.

From the first arises his right to require obedience, and use his *own individuality* in imparting instruction.

From the second, his right to a liberal maintenance, and to give influential advice in regard to schools, school-books, school-houses, and school measures.

The lecture closed with a few remarks upon the *Teacher's duties*, arising from the claimed prerogatives, first, to his pupils, and second, to the community at large.

Adjourned.

AFTERNOON SESSION.

2 o'clock.—The lecture of the morning was discussed with much animation by Messrs. E. Smith, of Cambridge, L. P. Frost, of Waltham, Thurston, of Concord, Hathaway, of Medford, and Rev. Mr. Angier, of Concord.

After a recess of five minutes, the fourth resolution upon the circular was taken up for discussion, viz.: "*Resolved*, That it is

improper to allow scholars to aid each other in the preparation of their lessons."—A spirited debate ensued, sustained by Messrs. Fiske, of Lowell, Sawyer, of Medford, Jameson, of Woburn, G. W. Frost, of Waltham, Perry, of Medford, Crosby, of Malden, Thurston, of Concord, and E. Smith, of Cambridge.

Adjourned.

Evening Session.

7 o'clock.—The Fourth Resolution was further discussed, by Messrs. Gale, of Malden, Thurston, Stone, of Woburn, Russell, of Lowell, Hunt, of Newton, and L. P. Frost, of Waltham, when it was laid upon the table, and the Association favored with an able address from Rev. Charles Hammond, Principal Lawrence Academy, Groton.

Adjourned.

Saturday Afternoon.

8 1-2 o'clock.—The Third Resolution upon the circular, viz.—"That it is the duty of towns to secure the service of Music Teachers for the benefit of the public schools," was debated by Messrs. Russell, Sawyer, Thurston, J. H. Noyes, of Medford, and L. P. Frost.

The Resolution was then laid upon the table, on motion of C. Cummings, to allow Rev. C. Brooks, of Medford, to address the Association on Physical Education. His remarks were timely and suggestive, calculated to impress the educator with the *responsibility* of his position, and to exhibit clearly the necessity of developing the *body* as well as the *mind*. From the want of proper *physical* training, our people had become characterized for agular features, thin, pale and cadaverous looks, for large heads and spare bodies, for nervous systems, and impaired health. His views were commented upon by several of the teachers.

The Rev. J. Pierpont, of Medford, was then introduced to the audience. His subject, Utilitarianism, was discussed in an able and interesting manner. It would be useless to attempt a report; to be appreciated it should be heard.

The Association offered three prizes of $5.00 each to the lady members of the Association, for essays upon subjects chosen by themselves. The essays to be sent to one of the following gentlemen: L. P. Frost, Waltham, C. C. Chase, Lowell, Charles Hammond, Groton, by the 15th of March, 1855. After having passed the usual vote of thanks to the Railroads, to the Lecturers, and the people of Medford, the Association adjourned.

J. W. Hunt, *Secretary*.

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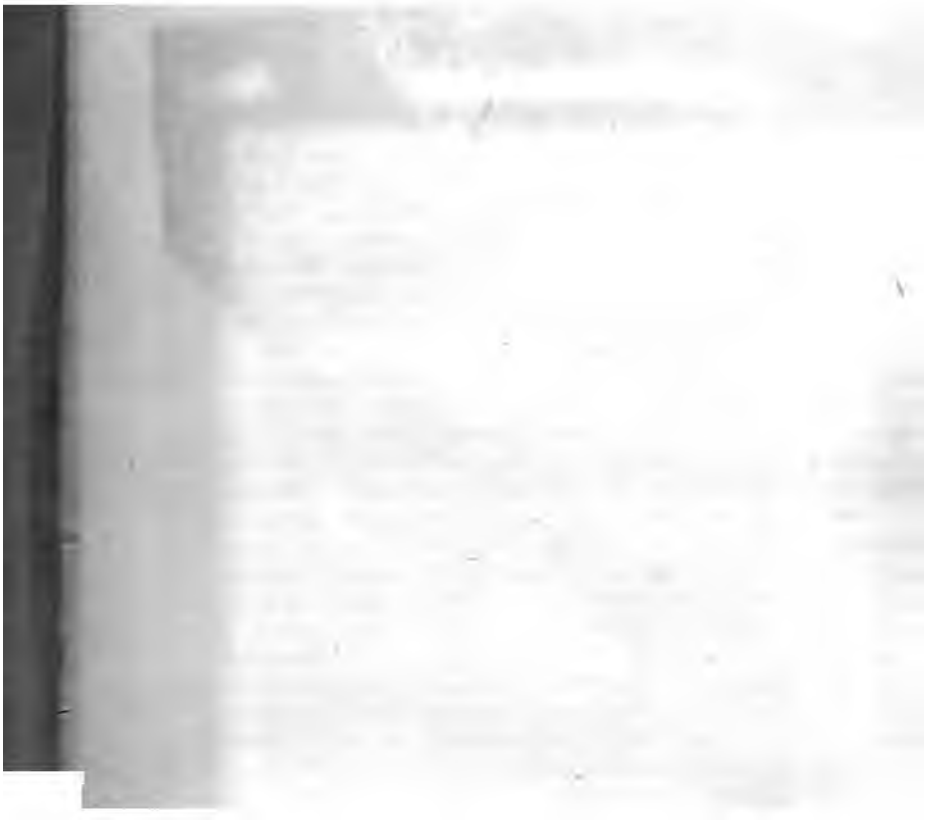
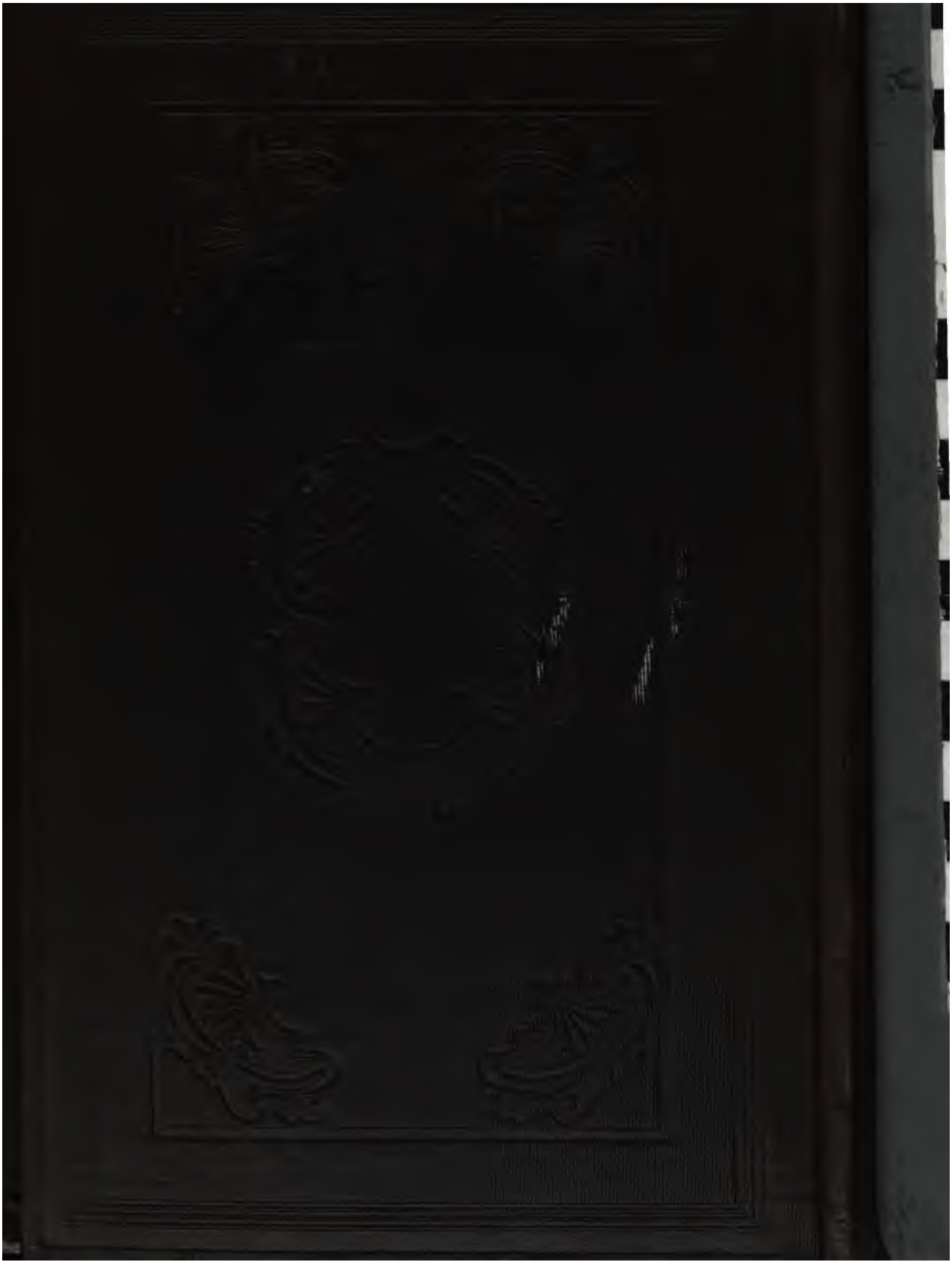
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